Ways to Achieve Academic Success

Strategies for Learning

KPU

TLC
The Learning Centre

Contents

Mindset for Success in University

University is a new world for most students. How do you navigate this new world and achieve success? You want to be able to use your thinking and learning skills to succeed in a very challenging environment. Here are a few things to think about as you enter this new world.

Responsibility in University
It is all about You! You are expected to behave in accordance with policies set by the University. You need to take control and responsibility for what you do and don't do, as well as for the consequences of your decisions.
Classes in University
It's up to you to spend considerable time reading, deciphering, and completing the assigned materials (see the course syllabus). In-class work, essays, and projects proceed from the assumption that you've already done the other work before coming to class. You need to attend each class and interact with the instructor, materials, and fellow students.
Instructors/Professors at University
University is a learning environment in which you take responsibility for thinking through, applying what you have learned, and testing yourself on your knowledge. While you may be presented with and acquire facts and basic skills, you will also be required to go beyond the basics to create new knowledge.
Learning in University
Besides the basic learning levels of remembering, comprehension, and application, you will also need to spend the hours needed to analyze, evaluate, and creatively synthesize knowledge into new forms. This will then be transferred to the next courses in the same or related subject areas.
Writing in University
Previously, you will have learned the basic skills of expressing yourself in writing. Academic writing, in the format required by your discipline, is a critical part of all courses and you will be taught and expected to research and cite correctly at all times.
Assessments in University
While you have been expected to reproduce what you were taught generally in the form in which it was presented to you, or to solve types of problems you were shown how to solve, success in university comes with your ability to apply what you are learning to new situations and to solve new kinds of problems. Self-testing is critical to ensure that you have learned. The knowledge from courses that you complete will be added to by new courses at higher levels.
Results in University
Results count and there will be multiple assessments to thoroughly examine what you know and can do. Though effort is important it will not substitute for actual results in the university grading process.

Take control of your own education. Get to know your instructors as they are your single greatest resource. Be Proactive and create your own support systems with classmates and others. Look for help when you realize you may need it. Think of yourself as a scholar and pursue knowledge.

Take advantage of the Learning Centre for workshops, learning strategies, and tutoring sessions.

http://www.kpu.ca/learningcentres/tutoring
http://www.kpu.ca/learningcentres/online-workshops-and-tools
http://www.kpu.ca/learningcentres/faculty/book-strategist

Supports you can access at KPU's Learning Centres

The Learning Centres on all four KPU campuses are available to all KPU students to support you in your studies and help you to succeed.

We will assist you at any stage in your learning so that **you will be able to**:

- Take control of your time and manage your studying efficiently.
- Develop your most effective learning and thinking techniques.
- Analyze and understand your assignments.
- Use a wide variety of strategies to develop, remember, and recall your course ideas and concepts.
- Analyze ways to problem solve and think critically about your materials.
- Work well in groups to achieve success in your projects.
- Help you prepare to write tests and exams.

Our Tutors, Mentors, Staff, and Learning Strategists will:

- Model effective ways of organizing ideas and putting them into clear and correct formats.
- Direct you to methods of locating suitable resources.
- Help you identify patterns of error in your thinking and writing.
- Offer you effective techniques for catching and correcting those patterns.
- Give useful feedback on methods and approaches that you are using.
- Explain a variety of strategies you can implement to improve your results.
- Guide you in productive directions about your thinking within your course content.
- Help you to overcome writer's block and increase your creative processes.
- Show you proofreading / editing techniques that you can use.
- Review graded assignments or diagnostics to help you better understand what you can do to achieve better results.
- Direct you to other KPU services as needed.

We will **not** do your academic work for you, including:

- Not providing ideas or rewriting them for you.
- Not finding resources for you.
- Not proofreading or suggesting wording.
- Not evaluating an instructor's methodology or assignments.
- Not speculating on the grade you might receive for an assignment you are currently working on, or commenting on the grades you have already received. If you have concerns about the requirements for the assignment or how it will be evaluated, we will encourage you to consult your instructor.
- Not taking the place of your instructor.

While Tutors, Mentors, Staff, and Learning Strategists **will** do everything in their power to help you succeed, they **will not** do your work for you; they **will no**t provide you with ideas or written work that you may submit as your own.

To do so would violate Academic Integrity and be in violation of KPU's policy on plagiarism and cheating (see Policy C.8 at http://www.kpu.ca/policies).

This book belongs to: _____

Congratulations on beginning your steps to academic success!

Quick Start for Academic Success

Course Presentations and Schedules

Read your Course Presentation / Syllabus and Plan your Schedules

There will be a description and general overview of what you will be doing in each course.

Course Description: from the Course Outline. This is the general overview of what you will be doing in this course plus anything else the Instructor would like you to know about the overall intention of this course.

Contact Information for your Instructor: Name; email; Office Phone / Voice Mail; Classroom; Office Hour times; Office Room. This should contain all the info you need to contact your Instructor when you need to ask questions, meet with them, or convey information to them.

Course Materials: will include the required and Additional Materials: Including: reference to handouts, Library materials that are used in the course, or other materials. You will need all of these items! Get them from the indicated sources.

Tentative Schedule of Topics, Classes, Assignments (may change): including times, attendance requirements, external activities, field trips, etc. This information should go into your scheduling device (day timer, calendar, online schedule, etc.)

Assignments and due dates specified: may include rubrics / checklists. Assignment due dates need to be scheduled in advance so you can plan your work, research, and study. Rubrics and checklists must be referenced for projects to ensure that you meet the specified requirements.

Tests and Exam dates: may include other ways that testing will be done. All testing requirements need to be scheduled in advance so you can plan your work, research, and study times.

Policies: Kwantlen Polytechnic University policies regarding class conduct, evaluation, testing, late assignments, and plagiarism are observed for all courses. Everyone at Kwantlen must comply with the policies laid out. For all Kwantlen policies see: http://www.kpu.ca/policies

Questions:

Setting your Goals

Now is the time to set realistic goals to make this happen. Working toward a goal provides internal motivation to reach that goal. Setting goals for yourself:

- ✓ Focuses your sights on something you want to attain.
- ✓ Deals with the why, when, and how of our lives.
- ✓ Turns your daydreams and fantasies into reality.
- ✓ Allows you to prioritize the detailed steps needed to reach your dreams.
- ✓ Helps break down overwhelming larger tasks into smaller manageable tasks.
- ✓ Helps to manage your time more efficiently.
- ✓ Leads to a sense of accomplishment and self-fulfillment.

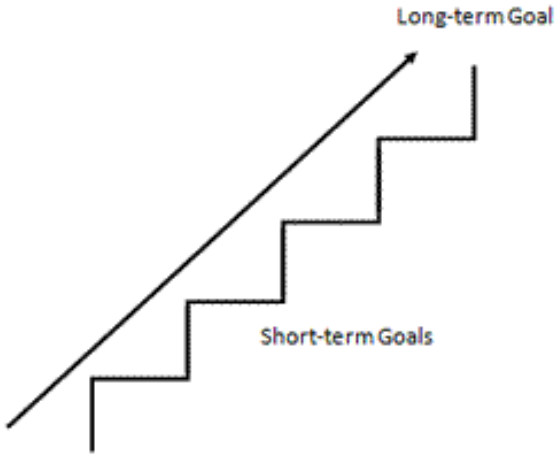
Short, Medium, and Long Term Goals

Every goal is made up of a number of steps. A short-term goal is a goal that is designed to be completed in a short period of time. Typically, short term goals span a few hours or days or even a week or two. Medium term goals span longer periods of time and can take up to six months to complete. Long term goals will take even longer and will be made up of short and medium goals.

All of these goal types are important! As you set and reach short term goals, you can see your progress and will be more motivated to reach your long-term goals. When you set long-term goals, you have something to motivate you and give you a sense of purpose.

Enabling Goals

Often you need to set short term goals to help reaching your medium or long term goals more manageable. These are called enabling goals because they enable you to reach your bigger goal.



Consider that you should set goals about once every two weeks to meet your longer term goal. You need to be sure that your short term goals are attainable and can be measured in a meaningful way. Once you decide on a short term goal, you should determine obstacles to obtaining this goal. Simply identifying possible obstacles will help you to avoid them when you come upon them.

Don't forget to reward yourself when you have achieved a goal! That gives you something to look forward to and extra incentive to complete. Use something you enjoy doing rather than material objects. This way you can reward yourself as often as necessary, and you have a specified block of time devoted to your reward.

Goals Setting Basics

Set SMART goals – After you have attended a couple of classes, you can start setting your enabling goals according to your understanding of the class. Reviewing course outlines, writing the goals down, midterm marks goals, final exam goals, study time goals etc.

Set S.M.A.R.T. Goals Now!

Think about your overall goal for one of your courses and make it a SMART one.

Goal for your course: _____

Specific	What will you be able to do when you reach the goals? Why is this important to you?
Measurable	What evidence will there be that you have reached this goal?
Attainable	What will you do? What skills will you use?
Relevant	Where this goal will take you?
Time-bound	When will you have accomplished this?

Then, using the same format, break down the steps in the course into daily goals and how you will do them each day. This will help you get through the course, step-by-step, without feeling overwhelmed or getting behind.

Whole Course Scheduling

When we don't schedule we can often lose things in the day to day flow of time. It's extremely useful to be able to see all upcoming deadlines and where they fall on the calendar for to stay on track and manage your time. Often, as the course becomes more hectic, it's easy to neglect assignments which aren't due immediately so this also serves as a good reminder to not fall behind. This includes big picture and small details.

You have been given a list of how your course will be scheduled. Make it your own by turning it into a calendar that you can keep in your binder or post at home where you study.

Write in all your assignments, quizzes, midterms, final exams:

	MON	TUES	WED	THURS	FRI	SAT
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						
Week 11						
Week 12						

Flexible Day and Week Scheduling

It is crucial to manage time as we approach midterms as it really is the first time university will provide feedback and we can see what direction we are taking. However, if we schedule too rigidly we may make ourselves anxious. Planning for completing the course successfully, including your skills to organize due dates, manage time spent on homework, and everything else, will make it easier to succeed. Here is a three step process to make it happen. On a daily basis, identify those things that you:

1. **Need to do?**

As a human you create a flexible schedule for getting up and getting enough sleep, connecting with family and friends, meeting the social obligations that come with being a member of a group. As a member of this course, you have things that you need to do and times when they need to be done.

2. **Want to Do?**

We all have activities that we really want to take part in. It is sad to realize that you missed a social connection, dinner, or party because you forgot about it.

3. **Don't have to Do?**

This can be what other people want you to do but which doesn't fit for you. Being able to decide when to not do something can be an important way to ensure that you have the time to do what you need to do and want to do.

A list of what you want to accomplish each day is a good way to start. It is easier to adjust time on a flexible timetable than on a fixed one. Sometimes, making a flexible timetable to give ourselves a chance to reschedule a particular list in a period of time of things allows us to stay calm and become more efficient.

To Do Today		
Need to do?	**Want to Do?**	**Don't have to Do?**

How Learning Works

Everyone can learn and you are learning all the time. How can you apply this to your academic studies?

You Choose Your Approach to Learning

Approaches to learning describe what you do when you are learning and why you should do it. The basic distinction is between a ***Deep*** approach to learning, where you are aiming towards understanding that allows you to use and reuse the information in a variety of situations, and a ***Surface*** approach to learning, where you are primarily memorizing material for the tests and exams. Deep and Surface approaches are not attributes of individual learners. You may use both approaches at different times, although you may have a preference for one or the other in some circumstances.

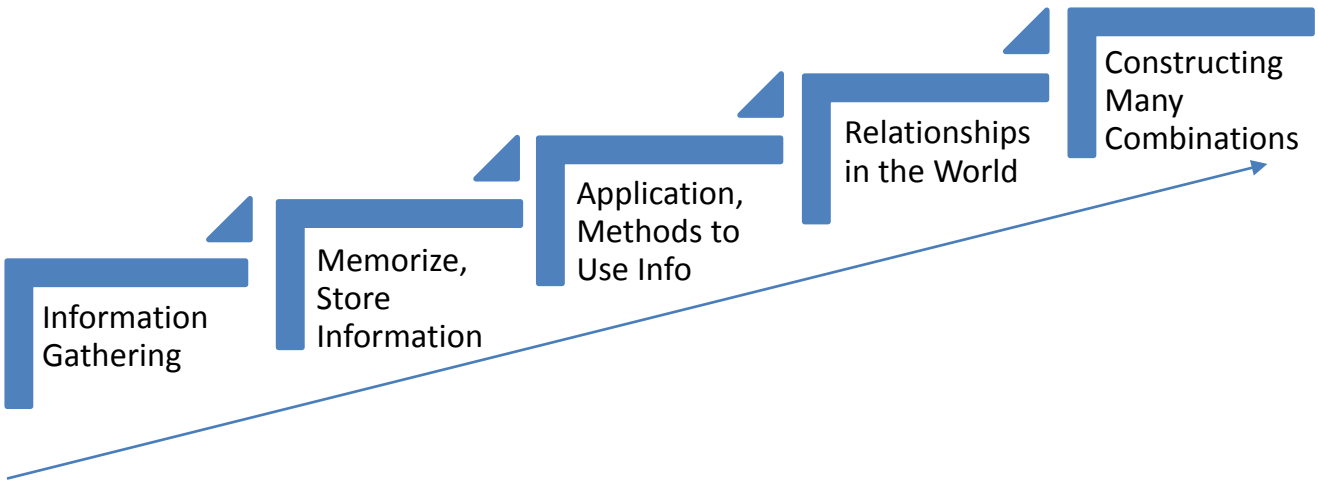
These terms do correlate fairly closely with your motivation: deep with self (intrinsic) motivation and surface with external (extrinsic) motivation, but are not necessarily the same thing. Either approach can be used by a person with either type of motivation.

A surface approach is useful when you are in the early stages of learning a subject as there will always be vocabulary to be acquired along with basic concepts to be learned and practised until they become embedded and reflexive. When you are studying material that you know will be an integral part of your future profession, you will want to concentrate on deeper approaches where the context and connections become more complex and richer over time.

These are the basic steps in the process of learning:

1. An increase in knowledge by acquiring individual pieces of information.
2. Memorizing and storing information that can be reproduced.
3. Acquiring facts, skills, and methods that can be retained and used as necessary.
4. Making sense and meaning – this involves relating parts of the subject matter to each other and to the real world.
5. Constructing mental maps in different ways understanding the world by re-interpreting knowledge in numerous combinations.

The trick is not to think that the first three (surface) steps are all that you need. They are the foundation that you will use to build your deep understanding in higher steps (4 & 5) through course activities applied with personal analysis and thoughtfulness.



	Deep Learning – work towards incorporating	Surface Learning – use to bridge to deep learning
Definitions	Examining new facts and ideas critically, and tying them into existing cognitive structures and making numerous links between ideas. Knowledge transforming.	Accepting new facts and ideas uncritically and attempting to store them as individual, unconnected, items. Information reproducing.
Features	Looking for meaning. Focusing on the central argument or concepts needed to solve a problem. Interacting actively and critically with content knowledge. Distinguishing between argument and evidence. Making connections between different modules. Relating new and previous knowledge. Linking course content to real life.	Seeing course content as material to be learned for the exam. Vocabulary building relies on memorization. Focusing only on the formulae needed to solve a problem. Receiving information as fact. Not distinguishing principles from examples. Treating modules/chapters and courses as separate. Not yet seeing how new material builds on previous work.
How to Apply	Have an intrinsic curiosity in the subject. Be determined to do well and mentally engaged when doing academic work. Learn the appropriate background knowledge for a sound foundation in the discipline. Positive experience of education leads to confidence in ability to understand and succeed. Intend to understand material for yourself. Critically interact with content knowledge. Relate ideas to your previous knowledge and experience. Discover and use organizing principles to integrate ideas. Relate evidence to conclusions. Examine the logic of arguments.	Issues arise when you stop here: • Study only for individual exams. • Missing the focus on professional applications. • Lacking background knowledge and understanding. • Often not enough time / too high a workload. • Believing that factual recall is all that is required. • Is associated with high anxiety. • Not reflecting on purpose or strategies. • Memorize facts and procedures routinely without looking at context. • Not distinguishing guiding principles or patterns.

Questions:

Your Learning Skills and Strengths

You are Smart!

Everyone can learn and we all do it slightly differently. There are at least eight ways of approaching problems and making things. These eight intelligences are simple and powerful tools to understand and use your learning.

Intelligence	Abilities
Word smart – Verbal/Linguistic Intelligence	The capacity to use language to express what's on your mind and to understand other people. People who are high in this intelligence are sensitive to language, meanings, and the relationship of words. They engage easily with vocabulary activities, grammar, poetry, essays and plays.
Number smart – Logical/ Mathematical Intelligence	People with a highly developed logical/mathematical intelligence understand the underlying principles of many kinds of system; or can manipulate numbers, quantities, and operations. Abstract thinking, counting, organizing; and logical structures are preferred by people high in this intelligence. They also like critical thinking activities, breaking ideas into smaller parts and reassembling them.
Picture smart – Visual/Spatial Intelligence	The ability to represent the spatial world internally in your mind. Spatial intelligence can be used in trades, sciences, and the arts. These people tend to be keen observers, able to think in three dimensions, and like to use metaphors. Learning materials that work well for them include: graphs, charts, colour codes, guided imagery, pictures, posters, and mind maps.
Body smart – Body / Kinesthetic Intelligence	The capacity to use your whole body or parts of your body – your hands, your fingers, your arms – to solve a problem, make something, or put on some kind of a production. These people have good body control and fine motor skills; and are often active and animated. They need "hands-on" learning opportunities, like shop, labs, games, and performance.
Music smart – Musical Intelligence	The capacity to think in music, to be able to hear patterns, recognize them, remember them, and perhaps manipulate them. People who have a strong musical intelligence don't just remember music easily – they can't get it out of their minds. These people will be sensitive to rhythm, pitch, intonation, and can remember tunes and rhythms easily. They tend to like poems, plays, chants, music, songs, and musically guided stories.
People smart – Interpersonal Intelligence	Understanding other people. Anybody who deals with other people has to be skilled in the interpersonal area. This is a social intelligence and those who are high in this area are outgoing and interactive; sensitive to others' moods, feelings, and motivations
Self smart – Intrapersonal Intelligence	Having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. They tend to know what they can do. They tend to know what they can't do, and they also tend to know where to go for help.
Nature smart – Naturalistic Intelligence	The ability to discriminate among living things (plants, animals), sensitivity to other features of the natural world (clouds, rock configurations) as well as a good sense of their surroundings and environment. They are also sensitive to changes around them, both outdoors and indoors.

You have all of these intelligences, but some of them are stronger than others.
By using them you strengthen them and increase your ability to do more in the future.

Ways that You Learn

How are you smart? List at least one way you use each of these intelligences.

Effective Communication Skills

This course will be a different experience than high school. You will need to really concentrate in the classes as they are long. If you just think of them as boring, this can lead to your not focusing and missing the class material.

Active Listening to Learn

Active listening skills can give some tips on how to focus in class and not fall asleep. This leads to less stress around exams time and helps you to along with so well in your exams. Active Listening is hearing – with understanding – the intended ideas, information, and suggestions of others. Active listeners pay attention to verbal and non-verbal messages. The challenge is to listen closely (and set aside your own assumptions, biases, judgments, and emotions). Then to ask questions to get more information. You can use these techniques.

Paraphrasing

Paraphrasing is restating the content of a message in your own words. Typically, it does not include feelings. This gives the speaker an opportunity to consider what they are saying and to refine it if they like. When you get it right, the other person will communicate in some way that they feel understood. When you paraphrase what you have heard into your own words, you show your present understanding and thus enable the other person to add any clarification to the understanding or misunderstanding you have.

Clarifying

The desired outcome is a clear understanding between people. Clarifying is thinking about on the broader context of what you understand the speaker to be saying and often comes in the form of a question. You can request the other to clarify by asking, “What do you mean by…?” “Can you tell me more about…?” This gives the speaker an opportunity to fill in any missing pieces to the conversation. Clarifying is also checking understanding of a message by asking to hear it again. This encourages both of you to consider the meaning and impact of words or actions. Use clarifying when you want to understand what is being communicated in context.

Probing

Probing is a subset of clarifying. Probing is used to prompt a speaker to give more information or to explore a situation that is not clear to you as the listener. It creates a request to become more specific in situations that are often of an important, complex, sensitive, or problematic in nature.

Cautions

Regardless of which of the techniques you choose to use, you will need to listen not only for the words, but also for the feelings behind them. To truly comprehend the message a person is sending, you must try to understand the other person's frame of reference, even if you do not agree with it. Using this strategy is an important first step in creating understanding with others.

Questions:

Get to Know your Instructor

A key to your post-secondary success is knowing your instructors and what they identify as important in your courses. Developing good relationships with instructors involves good communication during and outside of class times. They are available to meet, communicate, and talk with you, but you must plan how to connect with them during their available times. It is part of an instructor's job to talk to learners outside class, and most successful learners take advantage of that option. It is your right to visit instructors during office hours and discuss any problems or concerns that you have in their course.

In-Class Communication

To build your relationship with your instructor in-class, consider ways that you can show your interest in the course material. Some ways to do this are:

- Listen actively during class to determine what is most important to the instructor.
- Avoid arguing with the instructor. If you disagree with something said in class, try to ask questions about the topic after class.
- Read the textbook before class and prepare questions to ask.
- Let your instructor know what interests you about the course.

Communicating in Office Hours

Instructors hold office hours outside of class. Whenever possible, try to meet your instructor during these times. You can use office hours to ask questions about the course material, to get clarification about the requirements for an assignment, or to learn more about a topic from the class that you find particularly interesting. Some tips for using office hours effectively:

- Arrive on time to be respectful of your instructor's and other students' time.
- Come prepared by bringing your textbook and other course materials.
- Prepare questions ahead of time.
- Summarize key points to make sure you understand.

Communicating By Email

Instructors often receive many e-mails from students. To write an effective e-mail, consider the following:

- Use the e-mail account that you have been assigned whenever possible.
- In the subject line, write the course name and topic of your email (for example: Carpentry Level I, Assignment 2).
- Use a professional greeting in the e-mail ("Dear" rather than "Hey!").
- Write your question or concern in short, clear sentences.
- End your e-mail with an appropriate conclusion (e.g. "Thank you in advance for your help", or "Thank you for your time and consideration").
- Allow time for your instructor to respond – don't expect an instant reply.

By showing an interest, taking time to communicate with your instructor throughout the course, and using e-mail effectively, you will be well on your way to building a good relationship that will support your communication and learning.

Get to know your class mates

Each of you has strengths that will help you all to help each other.

Writing across the Curriculum

In university you will be writing something in nearly every course that you take. This page will help you differentiate the types of essays and papers that may be required by university assignments.

Your assignment will generally be a piece of writing on a selected topic and is traditionally broken down into formal and informal. Each discipline has their own requirements for structuring academic essay formats that will be specific to the discipline. This Learning Aid looks at some of the types and categories that you may encounter, but encourages you to clarify with your instructor what is needed for specific assignments.

Major Writing Categories Include:

Narrative

In this form the writer is telling a story about a real-life experience and the particular event(s) that took place. Narration writings include personal essays, short stories, novels, poetry, and reflections.

Descriptive

You will paint a picture through your use of vivid language to describe a person, place, or event so that the reader can picture the topic clearly in his/her mind. Fiction and poetry often use large amounts of descriptive writing.

Expository

This type of essay presents an overview or a selection of different views but does not strongly argue for one particular position. Here the writer uses proven facts to inform or explain to the reader about a process, a set of rules, the benefits of an activity, etc. This type is often used in business or technical writing, process writing, compare and/or contrast essays, reaction essays, response essays, and often research-based essays.

Argumentative / Persuasive

This type of essay or paper attempt to persuade by providing information from research on a topic, and a reasoned argument to convince the reader of the validity of this point of view. Writing an argument essay involves incorporating critical thinking and extending the research information with the writer's interpretation as supported by the research.

Other Forms

There are other forms of essays that are specific to various disciplines such as: cause and effect, classification and division, compare and contrast, dialectic, journalistic, case studies, economic essays, and other logical structures.

In all cases for university papers, the writing to be done will be guided by the course assignment given to the writer. When you are unsure, it is time to review the syllabus, the assignment, and then talk to the instructor for clarity on the type of writing and research that you need to do.

Starting early in the semester for major papers will make this process both efficient and productive.

Outlining Your Essay

Use an outline to plan your essay. Creating an outline allows you to think before you do your research and start to write. The essay outline is laid out in a visual way so that you can see how it is organized. You do not have to write full sentences as an outline is only a map of what you plan to do.

Introduction of Your Topic

Get your audience's attention. What is important or intriguing about this topic? What background is relevant for your readers?

Thesis Statement

What are you planning to prove or demonstrate in this essay?

Generate arguments by turning your thesis into a question.

Write three topic sentences of your supporting arguments/main ideas (how you are going to prove your thesis).

Body Paragraphs

Topic sentence paragraph one

Content for body paragraph one – Supporting points, Quotations, Evidence.

Always tie quotations/evidence in to your thesis. Explain, explain, explain and cite, cite, cite.

Topic sentence paragraph two

Content for body paragraph two – Supporting points, Quotations, Evidence.

Topic sentence paragraph three

Content for body paragraph three – Supporting points, Quotations, Evidence.

Conclusion

Restate thesis. Summarize most important points. Show that you proved your thesis (your learning). Do not add new content.

Finally

With an outline, you will be able to see if any of your sections are repetitive or redundant. A test of a good outline is if you can look at the outline and orally summarize your essay to someone who is unfamiliar with the topic.

More Writing Resources

KPU's Peer Tutors and Learning Strategists through The Learning Centres: kpu.upswing.io

KPU's Online Writing Tutoring (The Learning Centres). Access face-to-face online tutoring or submit a paper online for tutoring help: kpu.upswing.io
Write Away This eWriting lab is open 24/7 to students throughout BC http://writeaway.ca/

Purdue University's OWL (Online Writing Lab)
Citation styles (MLA, APA, Chicago), grammatical help, thesis statement tips, explanation of essay types such as expository, descriptive, narrative, argumentative, persuasive, etc.
https://owl.english.purdue.edu/owl/

KPU librarians can give you further help with citation styles, research techniques, and finding resources. http://www.kpu.ca/library

Basic Math Success Strategies

Foundations for Success in Learning Math

Math requires your clear understanding of basic principles and then building on those principles in a step by step manner. It is also a language with its own writing and symbols that are different from any other language. Not understanding math immediately is normal for most learners.

Reducing your Math Anxiety

Everyone can learn math! Math is used in all occupations and is an integral part of modern life. You are already familiar with, and using, math concepts day to day. Your math classes will help you recognize how you currently do math, help you learn new concepts, and strengthen your ability to do math in the future.

Also, being part of a study group can help you with your math skills and also make you more aware that you are not the only one who has to work hard to learn. Explaining how you got an answer is a powerful way to understand your own thinking and how you are learning.

Approaching Math Positively

Your attitude affects everything. Begin with a positive outlook and a plan to be serious about your math studies. Take a broad overview of what you are going to learn in your course and break it down into sections. This may be done for you through the course syllabus or by the chapters in your text. By 'chunking' the materials into short pieces, it becomes more manageable. Use a semester schedule to lay out what you are doing each week. Math skills build, and the skills you learn will be used in various situations.

Study Strategies for Math Success

- **Time on Task:** For every hour in math class, plan to spend at least another couple of hours outside of class on reading and practising solving the problems. This should be scheduled as an amount of time every day to help you reinforce your math memory.
- **Organization of Materials:** Have a math binder in which you do your problems and make notes on your methods. This will make it easy to review concepts before moving to new ones.
- **Preparation:** Pre-read the material before going to class.
- **Practise:** Try out the sample questions so the process makes sense to you. Try substituting numbers to see how the equations continue to work. Math is very precise so you must be precise, too.
- **Summarize** concept and procedures, step by step, in your binder or on flash cards. This is a new language that you are learning, and it will take practise to become fluent. This will help when you are working on problems and when you review.
- **Review** previous concepts before starting new ones. Math concepts are cumulative.
- **Attend** every class for the entire time. While you are there, take notes from each example that the instructor works through. Ask questions when you get lost.
- **Utilize** any extra class or study time that is offered. Visit your instructor during office hours.
- **Complete** all of the problems in each chapter. Most math books have answers for some questions at the back (often all the odd questions), and there may be a student solution's manual available, where all the problems are worked in detail. Use them!
- **Analyze** your test results to see where you could use more study time. Do all available quizzes.
- When you get stuck on a concept, look for **other examples** in a different textbook or online.

Most importantly, build on your successes and keep moving forward.

Memory Strategies

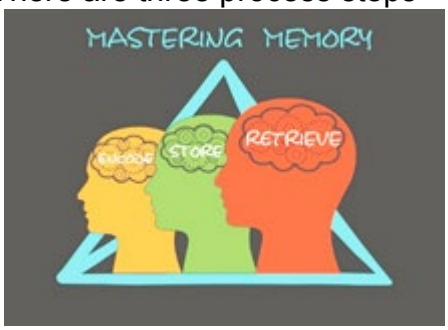
Memory and learning are so closely connected that we often confuse them with each other. They are two distinct phenomena. Learning is a process that will modify a subsequent behaviour. Memory is the ability to remember past experiences and is a record of the learning process. Information must go into our long term memory and then, to retrieve it from our memory, we must have a way of getting it back.

Sensory memory takes the information provided by the senses and retains it accurately but very briefly (from a few hundred milliseconds to one or two seconds). It represents an essential step for storing information in short-term memory.

Short-term memory is a temporary record that you are using constantly. Most of us can only hold about seven units of information for a few dozen seconds. It is a necessary step toward the next stage of retention, long-term memory.

Long-term memory stores all the significant events that mark our lives; it lets us retain the meanings of words and the physical skills that we have learned. There are three process steps involved in establishing a long term memory:
encoding, storage, and retrieval.

1) To **encode**, you assign meaning to the information.
2) To **store** the information, we review (study) it and its meanings, as repetition is essential to remembering.
3) To **retrieve** it, you follow the path you created when we gave it meaning. This may include a number of memory triggers that you used when you were encoding.



We all have knowledge and we can access most of it quickly and effortlessly. This is the kind of memory that lets us recall not only names of things, the functions of things, their colour and odour, and also social customs, and how to interact in different situations. This also includes our memory of rules and concepts that let us construct a mental representation of the world.

Mnemonics (the initial “m” is silent) are strategies to associate the information we want to remember with a physical sense to turn it into something that's much more likely to stick in your mind and be able to be brought back to your consciousness when you want it. The key idea is that by coding information using vivid mental images or sounds, you can reliably code both information and the structure of information to recall when you need them.

- Use all your senses to code information by using sounds, smells, tastes, touch, movements and feelings as well as pictures.
- Use positive, pleasant images/sounds/smells including vivid, colourful, sense-laden ones as they are easier to remember.
- Give your image three dimensions, movement and space to make it more vivid.
- Exaggerate the size of important parts of the image.
- Use humour! Funny or peculiar things are easier to remember than normal ones.
- Similarly, rude rhymes are very difficult to forget!
- Symbols (red traffic lights, pointing fingers, signs, etc.) can code quite complex messages.
- What is your best way?

The next page has a number of mnemonics (memory strategies) to help you remember.

Strategy	Examples of Memory Method
Acronyms	Every discipline has its own language and acronyms are the abbreviations. Acronyms can be used to remember words in sequence or a group of words representing things or concepts. CAD can mean: Control Alt Delete, Canadian Dollar, Computer Aided Design, Coronary Artery Disease, Canadian Association of the Deaf, Crank Angle Degree, etc.
Acrostics	Acrostics are phrases where the first letter of each word represents another word. They are relatively easy to make and can be very useful for remembering groups of words. For example: King Henry Died Monday Drinking Chocolate Milk. This is the metric system prefixes: Kilo-, Hecto-, Deca-, Metre, Deci-, Centi-, Milli-.
Chunking	You can capitalize on your short term memory by "chunking" information. If you need to remember this number: 178206781. The task would exhaust your seven units of storage space unless you "chunk" the digits into groups. In this case, you could divide it into three chunks, like a social insurance number: 178 206 781. By chunking the information and repeating it you can stretch the capacity of your short term memory.
Images	This helps us remember by linking words to meanings through associations based on how a word sounds and creating imagery for specific words. This sort of visualization was found to be more effective when one listened to a someone reading a text than when they read the text themselves
Locations and Journeys	Traditionally known as the Method of Loci, we associate each word from a list or grouping with a location. Imagine a place with which you are familiar, such as, the rooms in your house. These become the objects of information you need to memorize. Another example is to use the route to your work or school, with landmarks along the way becoming the information you need to memorize. When you do this in order of your journey through the imagined space, it makes it easier to retrieve all of the information in the future.
Maps & Diagrams	Graphic organizers help us remember by connecting new information to our existing knowledge and to let us see how concepts relate to each other and fit in to a context. Blueprints, schematic diagrams, mind and concept maps, cause and effect, fishbone, cycle, flow chart, ladders/steps, story board, compare and contrast, Venn diagrams, and more.
Reciting	Saying something out loud activates more areas of our brain and helps to connect information to other activities.
Rhymes	Rhyme, rhythm, repetition, and melody make use of our brain's ability to encode audio information and use patterns to aid memory. They help recall by limiting the possible options to those items that fit the pattern you have created.
Summarizing	This traditional element of storytelling and note taking is a way to encode materials which make it easier for our brain to store and retrieve. I can be said that if we cannot summarize, then we have not learned…yet.

Reading Texts and Manuals

SQ3R Efficient Reading Method

You need to use textbooks efficiently. Thick textbooks can be scary, making you not want to read and therefore missing out on important content. SQ3R method is most helpful in getting the most out of your readings. When reading 100+ pages each week, it can be difficult figuring out what to retain and sometimes it feels like we must memorize every piece of information we come across. This guide will help you to efficiently summarize what you read into the most important points by using questions to help your comprehension and memory.

Use this method to increase your comprehension of textbooks, articles, research studies, and manuals. The acronym SQ3R reminds you of the elements of this reading method – Survey, Question, Read, Recite, Review – that will help you become a more effective reader.

Survey (also called skimming and scanning)

Survey the title: Think about what you may already know about that topic.
Survey the introduction: It gives you an idea about how the chapter is organized, and what you will be learning.
Survey anything in bold: Subtitles are labels. Other bolded items may be definitions that you will need to know.
Survey the pictures, charts and graphs: Glance at these to pick out things that seem interesting or informative.
Survey the summary at the end: This will review and give you the key points in the chapter.

Survey the questions at the end of the chapter: These will help focus your attention on the main points.
Survey your course outline and see what topics the Instructor is focusing on.

Question

Write "Who, What, Where, When, Why, and How" questions for each subtitle or definition (you can do this as you progress through the reading).

Read

Read to answer the first question (this answer will become your notes). Look for keywords.

Recite

Recite the answer to your question out loud. Do this as if you are explaining to a study partner. Write this down in your own words – these are your notes.

Repeat for each question that you created and any other questions that come to mind.

Review

Stand back and look at the chapter as a whole.

How do the ideas and facts you learned from each subsection fit together?

Review your notes to be sure they make sense to you.

Reading for Understanding

Skim the overall chapter first and note anything interesting about the introduction, **bold** words, subtitles, charts, diagrams, etc. Notes on main ideas:

Survey your course syllabus/course presentation and see what topics the Instructor is focusing on. Notes:

Survey the summary at the end: This will review and give you the key points in the chapter. Note the page here in your Notes:

Survey the questions at the end of the chapter: These will help focus your attention on the main points. You will use these to answer the following questions about the chapter. Notes:

Read to answer the questions that you find or create:

Who?

What?

Where?

When?

Why?

How?

Recite

Read the notes you have written out loud to see if they make sense to you and to help you remember them.

Review

Record this audio and play back to yourself to reinforce the points.

Summarize your notes into point form for later review before exams.

Take Effective Notes

Why take Notes?

During the first semester many of us keep doing what we did in high school. However, because university is different, it doesn't work out very well. An important reality is that creating good notes means that you will have a record for later review. Reviewing a set of well-organized notes is more efficient than re-reading your longer texts.

You've got the textbook and you listened to the instructor. Do you need to take notes as well? Despite the vast amount of information available in electronic formats, taking notes is an important learning strategy. In addition, the way that you take notes matters, and not all note taking strategies lead to equal results. By considering your note taking strategies carefully, you will be able to create a set of notes that will help retain the most important concepts from classroom activities and tests, and that will assist you in your exam preparation.

Two Purposes for Taking Notes

You will take notes for two main reasons:

1. To keep a record of the information you heard. This is also called the *external storage* function of note taking, and
2. To facilitate learning the material you are currently studying by how you encode the information.

How Note Taking Supports Learning

Taking notes during class supports your learning in several important ways:

1. Taking notes helps you to focus your attention and avoid distractions.
2. As you take notes in class, you will be engaging your mind in identifying and organizing the main ideas. Rather than passively listening, you will be doing the work of active learning while in class, making the most of your time and setting up a path for remembering.
3. By creating good notes, you will have a record for later review. Reviewing a set of condensed and well-organized notes is more efficient than re-reading longer texts and articles.

Effective Note taking Strategies

Many students try to write down everything the instructor is saying, however, this strategy does not help you to identify important ideas. It is more effective to focus on writing down key concepts, rather than recording all of the instructor's words. Consider writing an outline of the lecture's most important points and how they fit together. Additionally, watch for other information that your instructor emphasizes, either verbally or with gestures, and add these key concepts to your notes. Leave a wide margin on one side of the page to write down key words and questions after the lecture. At the bottom of each page of notes, leave room to write a short summary of the information on that page. Spend time after class reviewing your notes and filling in any missing information.

By using effective note taking strategies, you will think and learn more effectively in class. In addition, you will have created a tool to help you review for tests and exams.

Smart Study Strategies

Study Smart, Not Hard

The life of a student involves balancing multiple topics along with a social life, family life and even work. It's rarely easy for anyone, but sometimes it feels like an impossible task to try to navigate through all of this. If you, as a student, feel like you're putting in lots of time studying, while still having barely any time to lead a balanced life, you should consider methods to study smarter, and not just harder.

What do you need to know?

For any class, there are the main objectives that a student should learn and that is usually what is tested. These will be generally given to you in a written format. Regular attendance is critical because your instructors point out the most important information and this will save you a lot of time when you study on your own. You will also consult the course outline and other handouts and can make a checklist of topics to learn and review.

What are your strengths?

Once you know what you need to cover, identify the materials that you know that you know! These ones you can skim over for a quick review and feel confident in. This gives you a solid foundation of knowledge.

What are your weaknesses?

Make a note of your weakest areas. If you don't feel quite comfortable with some prerequisite material, it can often save time to review it, if it's important. For example, students who are rusty in Math, often struggle more with that more than with the new material itself. It's often better to address your weak areas first. Consider the feedback that you get on any marked material. The only thing worse than making a mistake, is to keep making the same mistake over and over again.

What resources are the best use of your time?

Instructors often have resources available to students, like sample tests. Be sure to make use of those given. You may find that videos and worked out examples can be efficient ways to study. You can use your own judgment to pinpoint the best use of your time depending on how you learn best.

What is your best time of day to study?

Everyone has "best times". Watch yourself as you study and start to identify when you are the most effective and efficient. Use those times the most and build them into your schedule.

Is your study time focused?

Some people can study with music, other people can't. Some people can study in a group, other people can't. Some people can only study in deep silence. Know yourself, and put yourself in the best study environment for yourself and spend it focused. Sometimes it's better to set aside a few hours rather than a whole day to study. Once you've done the first steps, this step becomes much easier.

Ace your Assignments

You want to do well in your course. You have worked out all your schedules. You attend all your classes. You have a place to study that works for you. Now you are staring at that big project that you need to get started on, but you can't figure out where to begin, and your anxiety is rising. Does this sound familiar? You are not alone – this is a situation facing many students. The feeling of paralysis and being unable to follow through is sometimes called procrastination, but it does not have to take over. Try some of the techniques below.

Consider your Anxiety as Excitement

In your studies you will always be facing new ideas, new challenges, and trying to do what you have never done before. It is perfectly natural to feel uneasy about these new things. Consider that anxiety is a form of excitement (which it is). Think about a challenge that you have faced and remember the how you felt when you were successful. Build on this, take a deep breath, and move forward.

Set Your Goal(s)

The first and most self-motivating action step is to decide what you want from each project. Consider what you will gain from the assignment and how your competence will improve. Where does this assignment fit into the larger picture of what you are aiming for? Imagine a future where you look back on this successful project. By focusing on what you want and need, you direct your energies and self-motivation to get things done for you. Create a SMART Goal for your project.

Break the Project into Chunks

Group the tasks into chunks that fit together. A large project might have ten or more them. You will often start with an outline of steps, then do research into materials, then start to create, and so on. Each chunk should be seen by you as a piece that is small enough to complete successfully.

Analyze the Assignment

Pull out your assignment sheet and start to identify the keywords and items that the Instructor wants. Make a list of them down the left hand side of a document. To the right of each item, list the criteria for successfully achieving it. This creates a checklist where you can check off the elements that you have completed as you progress. You now have a clear idea about what is needed.

Create a Timeline

Order the tasks in a logical sequence and assign times to get them done. You now have a written plan that you can refer to as you go along.

Do One Thing at a Time

Pick the first item and get started. Get excited about doing it. Enjoy the positive sensation of having it done and checked it off your list. If you still feel overwhelmed, go back two steps, break this task into smaller pieces, and do the chunks one at a time. You want to see yourself doing each step and succeeding in getting it done.

Take Regular Breaks

Build break time into your studies. Take 10 minutes off to do something you want to do every hour. After three hours stop for a longer break that might include a snack or a meal. After six hours, put your studies aside until tomorrow. This helps you keep up your positive excitement about the parts that you are doing.

Review Your Progress

At the end of each piece of the project that you complete, sit back and review your plan to see how much you have done. Adjust times as necessary.

Remember your personal goals for the project and keep at it!

Plan for Exams

Leave yourself enough time to study. Practise answer questions. Get enough sleep, liquids and food so you can be alert and ready.

Answer all your exam questions

"I know the material but I can't figure out how to answer the question!" – most students, sometimes

Here are a few ideas on how to get the material that you have studied down on the exam paper when you are under the stress of writing with limited time.

Read All Questions Carefully!
Manage Your Time!

Short Answer Questions

Your instructor is looking for a brief and descriptive answer.

- Allocate your time according to the proportion of marks each question is worth.
- Use questions that ask for definitions or explanations to inform the longer, more explanatory part of your answer. Don't repeat the information you give in one part of the question in the other.
- If a question that asks you to "explain", imagine you are telling a friend about the topic.
- If you have questions which are a mix of short and essay answers, check the rubric carefully so you don't miss answering part of the question.

Essay Questions

Here you will discuss and expand on a topic and write several paragraphs.

- Think about what the question is actually asking. What are you expected to include in your answer? What material will be relevant? The most common complaint from markers is that the student didn't answer the question.
- If a question asks you to "briefly comment", treat it as a mini-essay – have a sentence or two to introduce your topic; select a few points to discuss with a sentence or two about each; add a concluding sentence that sums up your overall view.

Make a Plan! Take a few minutes to think and plan:

- Underline the key words in the question.
- Identify the main topic and discussion areas.
- Choose a few points/arguments about which you can write.
- Make a mini-plan which puts them in order before you start writing. You can cross it through afterwards.

Demonstrate that you are answering the question – In your introduction show how you understand the question and outline how you will answer it. Make one point or argument per paragraph and summarize to show how it answers the question. Paragraphs with one or two pieces of evidence are sufficient. In your conclusion summarize the arguments to answer the question.

Multiple Choice Questions

Multiple choice exams ask you to recognize a correct answer among a set of options that include three or four wrong answers (called distracters). Some consider these easier because:

1. The correct answer is guaranteed to be in the possible responses.
2. Multiple choice exams tend to emphasize basic definitions or simple comparisons.

Read each question carefully.

Multiple choice exams also examine your ability to read carefully and thoughtfully, as much as they test your ability to recall and reason. You must answer the question that is being asked.

Start with questions you feel most comfortable answering.

- Cover up the choices with a piece of paper while you read the stem, or body of the question. Decide what you think the answer is.
- Then uncover the answers and pick the one that matches your answer. Check to be sure that none of the other responses is better.
- Read the question and treat each option as a true-false question. Choose the most true.
- If you are unable to make a choice, or you answered the question but are unsure that it is correct, put a question mark beside that question, and move on to the next.
- Move on and finish all of those questions that you can answer and then to come back later to process the problematic questions.
- Sometimes the answer will occur to you simply because you are more relaxed after having answered other questions.

If you can't decide on an answer:

- Absolute words, such as "always" or "never" are less likely to be correct than conditional words like "usually" or "probably." "Funny" or "strange" options are often wrong.
- If you can verify that more than one of the responses are probably correct, then "all of the above" may be a correct response.
- "None of the above" is often an incorrect response, but not always. Check the options.
- Be very careful of double negatives. Create the equivalent positive statement.
- Eliminate options you know to be incorrect.
- If all else fails…Guess (unless there is a penalty for wrong answers).

Finally: Take the time to check your work before you hand it in.

Math Problem Questions

Word problem questions ask you to analyze a math problem and pick the right elements to use your math.

- Think about what the question is actually asking you to find out. This is the goal.
- What are you expected to include in your answer? What figures will be relevant? What figures do not matter?
- Underline the key words in the question and identify the main idea and information given.
- Make a mini-plan which identified the formulas that you are going to use before you start.

What to do if your mind goes blank?

Put your pen down, take a deep breath, sit back and relax for a moment. If you're in the middle of an answer, read through what you have written so far – what happens next? If you really can't progress with this answer, leave a gap. It will probably come back to you once you are less anxious.

Evaluate Your Learning

"We all need people who will give us feedback. That's how we improve."
- Bill Gates

During the learning process, we have many opportunities to receive feedback about the quality of our learning and work. In the university environment, this often comes in the form of grades and Instructor comments on assignments and exams. By using this feedback to evaluate your learning strategies in light of your goals, you will be able to make adjustments to move you towards your goals in current and future courses.

Thinking about your learning occurs in a cycle:

1. In the **planning** stage, you determine what you need to learn and what strategies you will use for your learning.
2. In the **monitoring** stage, you consider how well your current strategies are working, and add new strategies as needed. You also carefully track what you have successfully learned, and what content is still challenging for you.
3. In the **evaluation** stage, you respond to feedback you receive about your learning. You reflect on how successful your learning has been, and consider the changes that you wish to make in your current or next courses in order to achieve your goals.

Reflecting Mid-Course

An excellent time for self-evaluation is after you have received feedback on your first midterm exam or major assignment. Consider the following reflection questions at this stage in your course:

What grade do I hope to achieve in this course? _____

To what extent am I meeting my goal for the course at this point?

What about my exam/assignment preparation worked well?

What in my exam/assignment preparation did not go well? What do I want to change?

How will what I have learned help me in the second half of the course?

Key question	***Other questions to ask yourself***
What do I need to learn? (Planning)	What are the Learning Objectives/Outcomes for this class? What do I already know about this topic? What are the concepts I need to master before my next test? What do I want to learn about this topic? How do I distinguish important information from the details?
How am I going to learn the material? (Planning)	How can I integrate textbook reading with lecture notes? What active learning strategies will support my learning? Will I study alone or with a study group? What charts or visuals will help me reorganize or process this material? What memory strategies can I use to remember key words and concepts? How can I connect with my instructor in office hours?
How am I doing at learning this material? (Monitoring)	What concepts do I understand well? What concepts are still confusing for me? Can I explain the material to someone else without referring to notes? Can I create and answer self-testing questions about these concepts? What other strategies could I use to learn this material? Am I using the supports available to me (e.g. office hours, tutors)? How can I make this material more personally relevant to me?
Did I learn the material effectively? (Evaluation)	To what extent did I meet the Learning Objectives for this unit? What in my exam preparation worked well? What in my exam preparation did not go well? What do I want to change? How did my exam answer compare with the suggested answer? What key components did I miss? How will what I have learned help me in my next courses?

Use Evaluation to Support Planning

After completing your reflection and self-evaluation, use the insights gained to support your ongoing planning. Consider your use of learning strategies (e.g. self-testing, flash cards, critical questioning, note taking strategies, time management methods). The Learning Centre's *Learning Aids* page is an excellent resource for discovering new strategies: http://www.kpu.ca/learningcentres/learning-aids.

Next, consider your use of learning resources. These include instructor office hours, online resources that supplement your textbook, peer tutors, and Learning Strategist consultations.

Use the Stop-Start-Continue method to make your plan. If any of your current strategies are ineffective, you may wish to stop them and replace them with other study methods. Continue strategies that are currently effective, and start new strategies that you feel will support your success.

	Learning Strategies	***Learning Resources***
Stop		
Start		
Continue		

Reflecting at the End of a Course

The completion of a course is also an excellent time for reflection and evaluation. In addition to the questions in the midterm evaluation, consider the following:

1. How will what I have learned help me in my next courses?
2. How will I use what I have learned in my future career and other aspects of my life?

By reflecting on feedback and evaluating your learning regularly, you will avoid getting stuck in unproductive patterns. You will contribute to your own ongoing personal growth and development, supporting your success in future courses and other life endeavours.

Find Help at the Learning Centres

The Learning Centres on all four KPU campuses are available to all KPU students to support you in your studies. To support you as you develop learning skills, we provide:

- Peer Tutoring,
- Academic Skills Workshops, and
- Learning Strategist consultations

We will assist you at any stage in your learning so that **you will** be able to:

- Take control of your time and manage your studying efficiently.
- Develop your most effective learning and thinking techniques.
- Analyze and understand your assignments.
- Use a wide variety of strategies to develop, remember, and recall your course ideas and concepts.
- Analyze ways to problem solve and think critically about your materials.
- Work well in groups to achieve success in your projects.
- Help you prepare to write tests and exams.

Our Peer Tutors, Mentors, Learning Strategists, and Staff will:

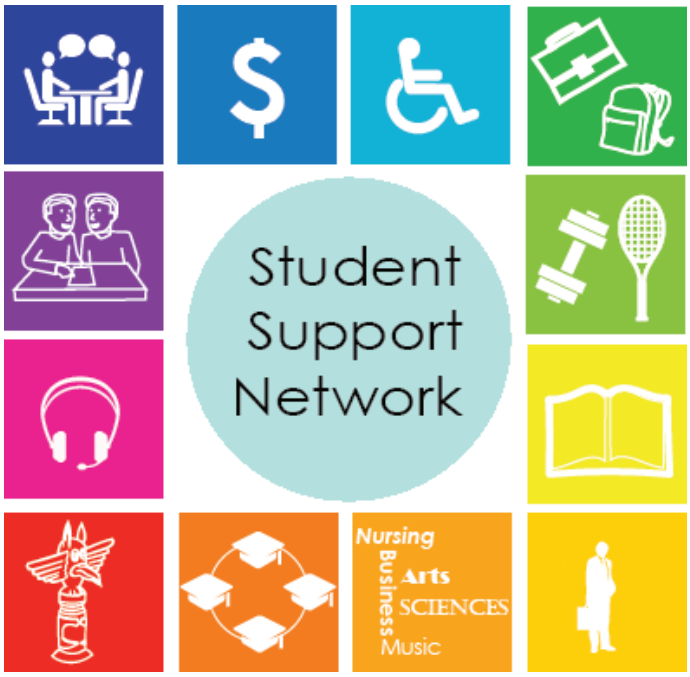
- Model effective ways of organizing ideas and putting them into clear and correct formats.
- Direct you to methods of locating suitable resources.
- Help you identify patterns of error in your thinking and writing.
- Offer you effective techniques for catching and correcting those patterns.
- Give useful feedback on methods and approaches that you are using.
- Explain a variety of strategies you can implement to improve your results.
- Guide you in productive directions about your thinking within your course content.
- Help you to overcome writer's block and increase your creative processes.
- Show you proofreading / editing techniques that you can use.
- Review graded assignments or diagnostics to help you better understand what you can do to achieve better results.
- Direct you to other KPU services as needed.

We cannot and will not do your work for you as this would violate KPU's Academic Integrity and be in violation of KPU's policy on plagiarism and cheating.
*(See Policy and Procedures **ST2** at http://www.kpu.ca/policies)*

Further Services for Student Support

KPU offers a number of services to promote student success, including:

- Aboriginal Services
- Academic Advising
- Assessment and Testing Services
- Career Services
- Co-operative Education
- Counselling
- IT (Information Technology)
- Learning Centres
- Library
- Peer Tutoring
- Services for Students with Disabilities
- Sport & Recreation
- Student Awards & Financial Assistance
- Student Health 101
- Student Judicial Affairs
- Student Rights and Responsibilities



Some of the services include:

Educational Advising

Academic Advisors are available to provide and explain educational and occupational information to students engaged in weighing career alternatives. Advisors are also available to guide students in selecting and planning effective programs of study through individual consultation and group course planning sessions. http://www.kpu.ca/advising

Student Enrolment Services (SES)

SES provides day-to-day, student-centred services related to the areas of admission, registration, student records, and graduation, providing counter service, including cashiering functions, on all four campuses. In addition to providing one-on-one assistance in-person at the front counters, the SES team provides telephone and email support to all students. http://www.kpu.ca/ses

Librarians

Librarians can help you work your way through the organization of the library and how to make use of its many resources when you ned to find books, journals, documents, and more. They will give information and instructions on using the online catalog, the Internet, and journal abstracts. They are friendly and willing to help, especially if you come to them with specific questions. http://www.kpu.ca/library

Kwantlen Student Association (KSA)

If you have questions about the Multipass/Upass, student clubs, student medical and dental plan you can contact the KSA. There are also KSA member discounts and the chance to be involved in student government. The KSA also offers assistance around financial troubles and with obtaining healthy food. The KSA have offices and representatives on all campuses and can be contacted through: http://kusa.ca/services

Aboriginal Gathering Place

The Aboriginal Gathering Place provides services and support specifically for aboriginal learners. This support includes counselling, assistance with funding processes, information on scholarships and bursaries, information on social and community resources and promotion of the awareness of aboriginal issues and cultural events. http://www.kpu.ca/aboriginal/gathering-place

Counsellors

You may be dealing with problems that are non-academic. The Counselling Department is available to all students. Professional counsellors can help you with career, personal, educational or financial issues. They can be emailed at: counsellor@kpu.ca for general questions about their services. You can also book an appointment with a counsellor at: http://www.kpu.ca/counselling or by calling:

Surrey 604 599 2044	Richmond 604 599 2600
Langley 604 599 3213	Cloverdale / KPU Tech 604 598 6044

For more information please visit: http://www.kpu.ca/current-students/support

Questions: