



# High School vs. College

High School	College
The classroom is teacher-directed. Many teachers tend to guide students' learning by telling them what, when, and how to learn.	The classroom environment is student-directed. Very rarely does a college instructor monitor students' progress.
High school teachers frequently help students manage the tasks necessary to complete assignments, such as requiring outlines or drafts of papers.	In college students are expected to manage their own learning. It is the responsibility of the students to maintain deadlines and turn in completed, satisfactory work on time.
Teachers often spend considerable time attempting to motivate students to learn.	College instructors generally expect students to be self-motivated.
Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class.	You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in class.
You will usually be told what to do and corrected if your behavior is out of line.	You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.
You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.
You seldom need to read anything more than once, and sometimes listening in class is enough.	You need to review class notes and text material regularly.
Teachers have been trained in teaching methods to assist in imparting knowledge to students. High school is a teaching environment in which you acquire facts and skills.	Professors have been trained as experts in their particular areas of research. College is a learning environment in which you take responsibility for thinking through and applying what you have learned.
Testing is frequent and covers small amounts of material. Teachers frequently rearrange test dates to avoid conflict with school events.	Testing is usually infrequent and may be cumulative, covering large amounts of material. Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
<i>Effort counts.</i> Courses are usually structured to reward a "good-faith effort."	<i>Results count.</i> Though "good-faith effort" is important in regard to the professor's willingness to help you <i>achieve</i> good results, it will not <i>substitute</i> for results in the grading process.

**How To Make The Transition from High School to College.....**

1. *Take control of your own education: think of yourself as a scholar.*
2. *Get to know your professors; they are your single greatest resource.*
3. *Be assertive. Create your own support systems, and seek help when you realize you may need it.*
4. *Take control of your time. Plan ahead to satisfy academic obligations and make room for everything else.*
5. *Think beyond the moment: set goals for the semester, the year, your college career.*

Adapted from:

Dembo, M., H. Seli. 2013. *Motivation and Learning Strategies For College Success: A Focus on Self-Regulated Learning* (4<sup>th</sup> ed). New York, NY: Routledge/Taylor & Francis.

<http://smu.edu/alec/transition.asp>.