Spring 2019 Pre-arrival Webinar – Academic Expectations

Andrea: Hello everyone. We would like to welcome you to our next webinar session on academic expectations. I would like to again, remind you that this is the University of Iowa pre-arrival webinar series for new incoming students for the spring 2019 semester. Welcome. A little bit about the webinar series. The pre-arrival webinar series are designed for and deliver to incoming new international students. The objective of the series is to help the new students to arrange their plans for travel to and living in Iowa City, to understand orientation expectations and responsibilities, and to help transition to student life and academics at the University of Iowa. All webinars are recorded and posted on the international.iowa.edu website for new students and the link is showing on the slide here. During the webinar, if you encounter any technical difficulties, please let us know in the chat function. However, if you have any questions relating to today’s topic, please use the Q & A function instead to post your questions. We will answer your questions live at the end of the webinar as time permits. If you have not received your I-20 or DS-2019 documents, please note that you must pay E-Ship Global fee first so that ISSS can mail you your document. Once you have your document, then you can apply for your visa. This information is also contained in the pre-arrival checklist in iHawk and the address is provided here on the slide. If you had any questions whatsoever in regard to either your immigration document, I-20 or DS 2019, or any other questions about your pre-arrival preparation, please contact our orientation team at the email address shown on the slide. It’s iss-orientation@uiowa.edu. Let us review some important dates. December 7th is the earliest day to arrive to Iowa City, while January 6th 2019 is the latest day to arrive to Iowa City. This is because the international graduate and undergraduate student orientation starts on January 7th and goes through January 11th and the orientation is mandatory. So that’s why we would encourage you very strongly to be in Iowa City and at the University campus by January 6th 2019. Also on January 14th starts the spring 2019 semester. Let’s do some introductions. My name is Andrea Siebenmann, and I’m advisor at ISSS and I will be the webinar moderator today. And I will let the other presenters of today’s topic to introduce themselves.

Kathryn: Alright. I’m Kathryn Hall, Senior Director in Academic Programs and Student Development.

Ben: Hi, I’m Ben Landsee, academic advisor at the academic advising center.

Andrea: Thank you and welcome today, and we appreciate you presenting to our students. Let’s review today’s webinar’s goals. We will definitely be covering academic expectations topics that will include the language preparation, teaching and learning in the US, important people to know and seek help from. Also we will discuss individual responsibilities, academics, as well as introduction to academic advising. Again, at the end of the webinar, we will be answering any questions that we would be receiving from you during the course of the webinar. Let’s start with our topic today.

Ben: Let’s start our webinar with the U.S. language environment. This will be different depending on your previous language experience. If you are familiar with an English environment already, you might find that accents are different than what you experienced previously. There are some common terms that are specific to higher education in the United States that are helpful to know. For example, we use the word semester instead of term. We have 2 16-week semesters each year; one that goes from August
to December, and one that goes through January to May. You will also hear the term syllabus or syllabi quite a bit. And this is the document received at the beginning of your course that outlines course topics, course readings, and other very important information. There are a few other terms that are specific to our campus. Cambus - This is the free bus system we have on campus. Hawkeye - This is the name of the school mascot. This is also something that University of Iowa students may be called. This is a word you will hear quite a lot. We have some online systems that you will use as a student. These include MyUI, ICON, and iHawk. You will also learn that we use slang or idioms that are based on a cultural context. An example, a professor might refer to your takeaway for the day during class, and that means what you have learned that day in class. When you hear things like this, please feel free to ask others what these phrases mean. An exciting part of being a student at the University of Iowa is that your language skills are going to improve significantly. Your skills are going to improve from your experiences both in and out of the classroom. In the last webinar, you learned about the differences over the different placement tests you will complete when you arrive at Iowa. If your placement exam results recommend that you take English as a second language, often just called ESL courses at Iowa, we recommend that you take those courses right away so that you can improve their language skills early on. Students who have taken at least half of their ESL courses in their first semester actually earn a higher grade point average. There are other classes that will also help improve your English, such as rhetoric, and classes that focus on communication skills.

Ben: There are also experiences you can have outside of class that can help to improve your communication skills. We have a Conversation Center that allows actual students who are not confident in their English language skills can practice having one-on-one conversations in English with a domestic student or confident English speaker. We have a program called Friends Without Borders, which matches domestic students with international students. There are also other academic resources to help improve your writing or speaking skills such as our writing center and our speaking center.

Kathryn: How students act in the classroom at Iowa might be somewhat different from what you’re used to in your current school. At Iowa, students go to every class. Classes should never be missed, and attendance in class is usually part of your final grade, so everything counts. It’s important to remember that the best students go to class. Students are also expected to join in conversations in the class and to speak up. Students answer questions, respond to teachers’ inquiries, and they also help other students to learn the material by working in small groups and doing student projects. If you feel shy, just sit in front. You are important and your ideas count. Be involved in the classroom discussion; your teacher certainly expects you to participate. At Iowa, it gets very very busy, and you have to study at least two hours outside of class for each one of your courses. Almost everything you do in class and for class will count for your final grade. This includes your attendance, participation in discussions, your homework, quizzes, exams, and all your projects. Each one of these will count as your final grade. So how will this affect you? You must come prepared for each class and you must be ready to join in. Prepare for these classes, and I just said you will need to spend around two hours each day on homework for each one of your courses. So get ready to work hard. Of course, we have a lot of tools here to help you. One of those tools is the syllabus. What is the syllabus exactly? It’s really a road map for where the course is going. It teaches you what is along the way, as well as the goal. It has markers in it and calendar dates that lists when things are due, what must be completed when, including your readings, your exams, and your quizzes. You will find the course syllabus on the website, at ICON. Some of this also gives you really
important information about your instructor. For example, how to contact him or her by phone via email, or your professors’ office is, and when your professor will be there, so you can talk in person with your teacher. Syllabus will also tell you what textbooks you must buy for class and that is really good to know, since it’s important to have them by the first day class. The syllabus will let you know how you will be graded, and what each assignment is worth. The days and times of exams and other things also be on the syllabus. Each course has a different syllabus, so it is important that you read it very carefully and know what is in it. You could also use the syllabus to create a weekly schedule on your personal planner, whether that is a paper one or on your computer. First, add your classes and when you have them. Take all of your assignments from the syllabus and put them into your planner, so all this information is in one place. You will have a lot of different syllabus and it can get confusing, so putting all your assignments in this one place is very helpful. If you have a job, you can add those work hours and your days to your calendar. If you join a club or have a student organization that you want to be involved in, add those meeting times too. Plan some time to be with friends and to have fun and to exercise, for example. Your planner will help you keep track of your classes and your homework. It will help you complete all your work by the deadline. You will also get to know your academic advisor very well. Your advisor will help you select courses once you arrive at UI. You will be able to choose some courses that you must take for your major in order to graduate, but others you can choose just because they are interesting or fun. Your schedule, in other words, should be balanced, and your advisor will help you find the best courses for you.

**Ben:** Let us take a look at one student’s weekly schedule together. This student is taking 16 semester hours of classes. Remember, the student should plan on spending about two hours studying and working on assignments for every semester hour the student is enrolled. This means the student should expect to study about 6 hours a week for a three-semester hour course. In this example, we even built in time to work on completing Success at Iowa. You will notice course meetings on the schedule. They are listed as class A with the semester hours in parentheses. Some are for an hour; some are longer. These are the times you will be in a classroom, either for a lecture or discussion. This schedule includes other time commitments such as working. EX stands for time for exercise. You may have other meetings or responsibilities to include when creating your own weekly schedule. Be sure to allow time for meals and some time to socialize. It is most helpful to be realistic when planning your schedule. Having time to meet people and spend time with friends is important. Add time to go to a sporting event or to attend a concert or a literary reading. This example shows a healthy balance between academic courses and time to get involved at the University. You can see from the previous slide that sometimes life as a student can be very busy. Whenever we are busy or in a new place or starting something new, we can all use help. Asking for help is normal and important for all of us, especially for new students. While at the University of Iowa, there are many wonderful people able to help you and to go to with your questions. We want to highlight two groups of people you will all work with while here at the University. Academic advisors help students explore their academic interests, identify additional resources for information and support, and work with students to develop their plan of study. All students will have an assigned academic advisor. Next is an ISSS advisor. An ISSS advisor refers to an advisor in international student and scholar services, who advises international students on immigration related issues. ISSS advisers are resources to help you maintain your student status United States by helping to monitor your full time enrollment. There are many other people at the University of Iowa who want to help you succeed. Why ask for help? Seeking help is actually a sign that you are taking responsibility for yourself. The most
successful students are actually students who ask for help. We know that the first year and the first semester is a time of big transitions for all students and it is usually the most difficult time a student experiences at the University. Many staff members across campus will reach out to you. This may include your academic advisor, instructors, resident assistants if you live in the residence halls, and others may ask you about your transition to the University. This is your chance to ask questions, share any concerns, and seek help. Often the easiest way to seek out help is to accept that which is offered to you.

**Ben:** There will be times you will need to step forward and ask for help. If you have questions about the content in one of your classes, your best resource is your instructor or teaching assistant. Instructors are required to have office hours. Office hours are time set aside when your instructor will be available to talk with you. Sometimes it can be hard to know what exactly to ask your instructor. Write down your questions ahead of time. In most of your classes, you will receive formal feedback on your assignments and exams. You can use this feedback to help you design specific questions to ask in office hours. During discussions in some of your classes, it will be common for instructors to encourage you to participate in the discussion and to ask questions. This is an excellent opportunity to ask questions and get clarification you may need to understand the material being covered in class. Be proactive when you have questions. It is best not to wait until the last minute to ask for help. While formal feedback will help guide your question, it may be more helpful to ask for feedback and suggestions earlier in the semester. Go to your instructor’s office hours early on when you first have a question, or start attending other campus resources from the very beginning of the semester. This may include going to the math, stats, or chemistry lab on campus for attending group study sessions called supplemental instruction. There are many academic support resources available at the University. You can review the many resources at the [tutor Iowa webpage](https://www.tutoriowa.com) found on the University of Iowa’s website. You will learn more about these resources during orientation and in the success at Iowa course.

**Kathryn:** There are certainly lots of ways you could get help with the University of Iowa, but you also have to show individual responsibility. That is, it is your responsibility to learn the final and to get better at your academic skills to ask questions. This requires your effort, your patience, and your willingness to ask for help when you need it. This also means attending every class, taking notes during class, sharing your ideas, asking questions, and doing your own work by the required deadline. If someone else does your work for you, we do consider this academic misconduct. What does it mean to do your own work? It means that no one else is doing your work for you. If someone else does your work for you, we consider this cheating because you are not really learning anything. That is really robbing you of the whole reason you’re at the university in the first place. Some examples of academic misconduct we are sure you know about; if someone else writes your essay for you, someone else corrects all your mistakes. That is something you need to do yourself, so that you learn. Also if you just copy and paste things from the internet, that is not doing your own work and you are not going to learn much from it. That is also considered academic misconduct. Students may not use their cell phone during exam or any other technology, and you certainly cannot talk during the test either. Most of us here at the University of Iowa are very honest, and we know you will be too, because your professors expect that of you. It is how you learn. Academic misconduct does have some severe consequences, however. Sometimes students can be asked to leave the university if they have several incidences of cheating. You can also
get a failing grade for an assignment that you cheat on. You could get a failing grade for the entire class. And sometimes, but very rarely, in a very serious case, we ask a student to leave and never come back.

**Ben:** Next, we want to talk a little bit about understanding what makes up your degree at the University. All degrees are comprised of three parts: your major, the general education program, and electives. In the college of Liberal Arts and Sciences, students are required to complete 120 semester hours to graduate. This breaks down to 15 semester hours per semester to graduate in four years. The number of semester hours required to graduate varies across other colleges within the University. For example, students who earn a degree for the College of Engineering need to complete 128 semester hours to graduate. While all students complete general education coursework, the specific semester hours required and categories may be different. You can review the specific requirements and general education categories on your own degree audit. The degree audit is an academic planning tool that allows students and advisers to review programs of study and progress for its completion of the requirements at the University. This is an important tool to regularly review with your academic advisor to make sure you are on track to graduate. At the University of Iowa, you will take courses that will give you both the breadth and depth of your education. The breadth of your education will be the general education curriculum and electives. This is the course work outside of your specific major and is required for you to complete your degree. The general education program is mostly structured as categories. This offers you a lot of freedom. You will get to choose the specific courses you want to take to make the general education program meaningful and relevant to you. You can find courses in each category that suit your own interests and strengths, and let you explore possible majors and minors as well. The requirements of the general education program have been chosen intentionally to help you to develop transferable knowledge and skills that will help you in your major classes and future careers.

Many students will also need to complete elective courses to reach the number of semester hours required to earn their degree. Elective courses are any course that does not fulfill a specific degree requirement, major requirement, or general education requirement. The depth of your academic course work comes from the specific courses in your major that you are required to take in order to finish your degree. By the time you graduate from the University of Iowa, your major will be your area of expertise.

**Ben:** Beyond your academic course work, there are wonderful academic opportunities to participate in. You will be able to stretch yourself academically through experiential learning such as doing research, studying abroad, or participating in an internship related to your field of study. Finally, we want to introduce you to academic advising at the University of Iowa. All students will work with an academic advisor at orientation. Advice and experiences may vary based on what specific college a student enters. Most entering first year students are in the College of Engineering, College of Nursing, Tippie College of Business, or the college of Liberal Arts and Sciences. I am an academic advisor in the academic advising center. In the advising center, we advise students in the college of Liberal Arts and sciences. This includes pre-business students whose goal is to be admitted to the Tippie College of Business. As an academic advisor, my role is to help students explore their academic interests, identify campus resources, and to assist students in developing appropriate plans of study for their academic goals. As you work with your academic advisor, you can expect a respectful space to ask questions and discuss your interests. Your advisor will help you define and explore your academic goals. This is why it is so important to be open when working with your academic adviser. The more you are able to share with your advisor about your own personal interest and goals, the better we will be able to help you reach...
those goals and interests. We are knowledgeable about academic requirements, policies, and procedures. Students advised in the academic advising center are required to meet with their academic advisor in order to register for classes. This may not be the case for all students. However, it is wise to meet with your academic advisor each semester to discuss your major, your coursework, and your progress towards graduation. While your academic advisor is an important resource for you on campus, you are ultimately responsible for understanding your degree audit and plan to graduation. We are here to help you with that process. As you prepare for orientation and your first meeting with your academic advisor, please remember to complete any placement tests. These tests may include math, chemistry, or world-language placement exams. This information will help your academic advisor give you the best possible advice with creating your spring schedule together.

Q & A

**Andrea:** Thank you very much for your presentations. Before we go into Q & A part of our webinar today, I would like to ask participants or remind them that they can always send their questions in the Q & A part of the zoom application. We still have some time left in our webinar today to answer some of these questions, so feel free to send those to us and we will try our best to answer them during the time remaining. Right now, we do have a few questions that we would like to start answering. The first question regards to a student asking about their graduation and how they can graduate early.

**Kathryn:** Well, we are glad you are so enthusiastic about coming to the University of Iowa and about studying hard and taking many courses all at once, but we also like to encourage you to really just slow down a little bit and consider all the interesting things you are going to find here, and instead of whipping through the curriculum, we would like you to do internships, we would like you to work in the community. We would like you to volunteer, we would like you to be really involved in your classroom, homework. So think about slowing down as well. In order to graduate in three years, you would have to pick a particular major that allows that. Not all major do. For example, it is very difficult to complete business in three years. But I think you could probably do theater, if you are interested in theater. So it really depends on what you want to study. Additionally, at the college of Liberal Arts and sciences, we do limit the amount of credit hours a student can take, especially when students are still learning English; you need permission to take additional credit hours. So based on your language skills, you may not be able to take the credit hours you need to graduate in three or four years.

**Ben:** And I would add, I was an international student as a graduate student and I understand how expensive it is to study international. I know when I talk to my international students, many of them are concerned about the cost of education. The drive to finish in less than four years is in part due to that. So I know that concern and I respect that concern. I also want students to have the fullest experience they can possibly have, and that all the things Kathy mentioned will lead to a fuller experience, and so you have to balance the financial concerns. Also, when you are paying so much for something, get what you are paying for.
Kathryn: That is right. I think the best way to save money is to be very successful in each of your classes. Then you do not have to take the class over. You do not have to worry about your grades, and that can save a lot of time towards graduation.

Ben: And if one of the goals is to improve your English here at the University, having time to do those extracurriculars, to do the things outside of class, can be on the space where people really grow dramatically, not only in their academic English, but also English in general, with more confidence. So having the time to join clubs and organizations and groups to experience some of the cultural life outside of the University can really benefit those things as well.

Kathryn: That is right, and I think students can know multiple languages. You know, two or three languages perhaps, and have a really great command of English. I think those students have, really, a lot of wonderful career opportunities as well. So practicing your English is very important for your future. For example, if you are interested in business, it is great to know three languages or four languages.

Andrea: Thank you. Thank you very much, and hopefully the participants will take heed from what our panelists had to say. But we have another question that is related to adjusting to class work and coursework and academics in general. So the question is: how can they do it quickly? Or as quickly as possible after they arrive here. Do you have any insight on that?

Kathryn: Well, I think there are some things that people certainly can do to make the adjustment go smoothly. One is to seek out people that are unlike yourself. I know we all like to be a social group where we feel comfortable. But one way to make the transition is really get to know people who might live here, who are from other countries, and really talk to them and share what you are going through. You will see then you are not alone in all this new-ness, and that will really help you to realize that even though it's new and it's different, you can still be a leader during the moment of change.

Ben: I think also getting very confident with English is probably the best way to transition. I've studied abroad, I've worked in a second and third language and it's exhausting to be out there every day, feeling like you're behind the conversation working really hard to understand not what someone’s saying, but what someone just said. But the sooner you kind of force yourself through an uncomfortable moment, and it might be a week, might be several weeks, it might be months. But when you come out on the other side your facility with the language is going to be so much better, and you're going to be able to participate in the whole life of the University much more easily. But it is uncomfortable, it’s exhausting. I often feel like I have a different personality when I’m in the place where I did my research. Because it's so much harder for me to speak to, in harder conversations I'm more thoughtful, probably honestly but that to me is the biggest way to transition. And international students, especially international students coming from a country where English isn't your first language, you have that transition plus all the things that students normally go through when they when they leave home. But once you see the other side of that, you'll really have a chance to experience. What the University has to offer.

Kathryn: So what you’re sort of saying is don’t let someone else do all your English speaking for you, get right out there and start talking. Even if it’s not perfect, it’s okay.

Ben: Yeah, take the chance. I taught a class 2 winters ago for international students, it was over winter break. I realized by talking to many of our international students that they were here on campus with
little to do. And so it was a class where there were 16 students in it, and 12 of them were international, 4 were domestic. And every single international student mentioned that they didn’t feel very confident in their English, and one of the goals of the class was for students who are leaving their ESL classes but haven't yet really done their Gen Ed classes last a chance to talk about their experiences, to get to experience Iowa City. And what I learned from that is that most of the students were more proficient with their English than they were giving themselves credit for. And then you just have to be bold. You have to be willing to make mistakes, you have to be willing to maybe not say things quite correctly, and the more you’re willing to make those mistakes, and I know this because I just, I struggle with it. I want to be right, I want to say things correctly. And so when I’m working in a different language, it’s very hard to put yourself out there, but the more you do the more gratifying the experience will be. And the more likely is you realize that No, I’m like I’m doing this. I’m actually doing this.

Andrea: Thank you so much, that’s very insightful.

Ben: There's no more thing I want to say. Don’t feel guilty too at the end of the day you find someone who speaks your first language, and you having a conversation with them as well. Like, that’s a very comforting thing. It’s nice to be able to not have to think so hard about everything you say. You have to balance that with taking the risk of being bold as well.

Andrea: I absolutely agree. And those are very good insights and advice in general for all international students. The next question, actually there a couple of questions that are related to the topic of a major. So first of all, a student is asking whether they can have more than one major. And then if they don’t have a major yet, then what courses should they be taking?

Kathryn: Those are great questions. Students can have more than one major, certainly. It’s good to know how they work together in some ways, but you can certainly talk to your advisor about the requirements for a number of majors, two or three. And then choose the one you think you’ll like best and go from there.

Ben: Well, for students who haven’t declared a major yet, that can be kind of a tense time, but it’s also a really fruitful time because the university and the academic advising center where I work, we’ve developed a number of programs, events, techniques to help students really explore their interests. So I’ve as an advisor, take a values approach with students who are sort of at a loss for what to do, what they're interested in, or what major might fit we talk about what’s important to you? What sorts of things do you think are most important in your life, what things do you want to see in your life? And that can sometimes lead to a direction in terms of major or maybe you might start with a career. If there’s a career you’re interested in, we have a career center here that is excellent and they can help you develop a context for understanding what your interests are, how that might influence your career, and what major might help you get on the path you want to be on, and then you bring that information back to your advisor and they help you select courses.

Kathryn: Don’t you think that sometimes students get a little too worried about the major? Because actually most majors teach you some fundamental thinking, writing, speaking skills, transferable skills.
So you have many opportunities whether your history major, a lot of our English majors go into business for example, and some of our artists also become business people. And then we have the other way around too, right? People in business decide to become historians.

**Ben:** Most definitely. I think the important thing is finding the topic, or the approach that you would find personally resonant, that really means something to you. Because, then you'll develop critical thinking, writing, speaking skills that will work for almost anything post-graduation. Like in terms of a career, or just an approach to life and approach to be a person in the world.

**Andrea:** Thank you very much, wonderful conversation. But we have a few more questions here, and one is from a transfer student. And so how do they know what classes they had before meeting the general education requirements, what kind of classes they still need to take in order to meet those requirements, so how can you help them to figure it out?

**Kathryn:** I think transfer students in some ways come in with a great base of knowledge because they’ve been to an institution already and they know little bit what to expect, so that’s really wonderful to come into the University of Iowa that way. It’s important that you get your official record from your previous school sent to the University of Iowa as soon as possible. As soon as it’s sent and received it will be reviewed and the people who review it will know which courses you’ve had done that will apply towards graduation requirements. So it will be all decided hopefully by the time you get here as long as you get that record sent in early. And the requirements that you do haven’t fulfilled show up at what we call your degree audit, which is really your road map to graduation. It shows how far you’ve come, how many miles you have left to go, and so all your coursework will appear on that, and we will know exactly what’s done and what still needs to be done. And then you and your advisor will have a conversation of that road map so you can fill in the (missing) pieces.

**Ben:** One of the very first things we do with any incoming student that visits the advising center is to look at a degree audit and determine what does this document do, how to understand the requirements and what I’ve done. And so if you’re transferred in, it’s been evaluated by admissions. Those courses will show up on your degree audit, and if you’re not understanding it right now, trust me by the time you get through orientation your advisor will help you understand how to read that document. And the sooner you gain confidence with the document the sooner you’ll have agency over what you need to do, where you need to go, the sort of classes you might want to take. It’s not the easiest document to work with, but once you get started out, it really helps.

**Andrea:** That's actually very good advice, and in addition to what you have mentioned earlier about the degree audit. So that’s great. Thank you. Since we’re talking about majors, there is a quick question here about what if the student is interested in an actuarial science. Can they start studying it now or, when can they declare that major?

**Kathryn:** Well, we do have a very good program in actuarial science. And a lot of students start that by taking some of the entry level courses, stats courses, for example. It is a major that you need to be accepted into based on your GPA. It is quite competitive, if I remember correctly. Do you work with those students at all?
**Ben:** Our office works with actuarial science interests. So these are students who declare that they want to be accepted into the program and have yet to complete the coursework required for the program. And so you have an advisor in our office, he’s going to work with you on the courses that you need to take. And the sorts of grades that you probably need to have in those courses to be a successful applicant. So the things you will be doing will be calc 1, calc 2, linear algebra, math, stats, these sorts of courses and you need to do very well in all of them to be a competitive applicant for the program.

**Kathryn:** And once you’re admitted, the department does help you prepare for your exams and to be certified, and the students who are in the program are very successful. It’s really a great program. Speaking of majors, students who are in that major often are also math majors or majors in statistics. Because it is possible, those majors really speak to each other. So we do see a lot of students doing what we call a double major.

**Andrea:** Ok, excellent. I think that was a very exhaustive and comprehensive answer actually for these students hopefully. It sounds like it's a very popular major or area of study.

**Ben:** If you’re interested in actuarial science, and you've declared that interest, you will have an opportunity to have a conversation with an advisor at orientation. And that conversation will be ongoing. But you’ll be able to clarify any requirements. You can schedule appointments with your advisor to talk about it more, like there will be a lot of support surrounding something like that.

**Andrea:** That’s correct. And thank you for adding that. I do have a quick question here, whether Tutor Iowa is free.

**Kathryn:** Tutor Iowa is not free. Tutor Iowa is really a database of other students, both graduate and undergraduate who have been qualified and vetted to do tutoring. And those students do charge money. It’s not as much as you might find in other places, so it’s really a way to find a tutor that’s responsible and good, and will help you. But there is a small charge.

**Ben:** Also at Tutor Iowa, so for instance, it asks you to, when you search on Tutor Iowa, it asks you to input the course that you’re searching for. For instance, principles of Chemistry, the first course for chemistry majors. Type that in and it will show you students who are willing to offer tutoring. But it will also show you the free resources on campus. They aren’t necessarily tutoring, but they’ll function like tutoring. So, for example, supplemental instruction, the chemistry fraternity on campus, the chemistry lab, all of these will show up along with the students who are offering tutoring services. So you can find, it's a great place to go to look for like what help does campus offer for a particular class. Almost any help that is offered will be listed on Tutor Iowa.

**Andrea:** So really the tutoring is just part of that on a specific subject.

**Kathryn:** If you’re looking for a tutor, by the hour you will pay, but there are these other resources and supplemental instruction, which is sort of peer tutoring. This is for you as well.

**Ben:** Usually there’s a variety of options that you have access to that you will kind of determine what do I need most, what kind of help do I need most. And then you look on the Tutor Iowa website, and it will
tell you your options, you can talk to an advisor you can talk to the TA or Teaching assistant or instructor, to help determine where you’re at and where you need to go.

Andrea: Sometimes I learn some things. And we have a couple more questions. And I would like to still encourage our participants to ask through Q & A function of the zoom application to send us a question any if they have any more questions. We still have a little bit more time left. But let's answer these questions. And they're sort of about the high GPA. But one question asks, how a student can get a high GPA, while the other question is whether high GPA guarantees them some kind of a scholarship if they reach a high GPA. So which one would you like to answer first, how to achieve a high GPA?

Kathryn: Sure. Let's start with that. I think, when I've worked for students, some students who come in say this is the hardest class I've ever taken, I'm getting all F's, oh the teacher is so unclear. And then, another student will come in who's getting an A, and I say what are you doing? What's different? Why are you getting an A while that other person I talked to is getting, the last 5 people are all getting D's? Well, that student will describe a study every day. So that memorization recall is a normal part of that person's life. So studying, not all at once but over a long period of time so that you're practicing using that information, you're practicing saying that information to yourself, you're discovering what you're confused about and you're learning that so that when you get to an exam you really can recall and apply what you've learned. So it's not about brilliance. It's not about being smart enough. It's about being patient, understanding the learning takes time. It's like a sport or like practicing a musical instrument. Every day you practice. Practice with friends, practice alone, and practice with tutors. That's how you learn, that's how you become an A student.

Ben: The only thing I would add is, I often talk to students and encourage them to not have the first time that their examining that information be the actual exam. So one way to study really well is to make an everyday practice, but also to test yourself. Give yourself the opportunity to be wrong, or to not answer a question correctly. Because there's a comfort in re-reading your notes over and over and over again, and feel like now I've got it. But one of the things that the University In general asks us to do is to apply information. So you might have the information memorized in a certain context. But the instructor is going to ask you to apply that information in a different context. And so give yourself the opportunity to either sample problems, or to test yourself, quiz yourself or have others quiz you. That's often a very important part of the whole study process. And it helps you go from knowing information and mastering the information to applying information. That's a big step.

Kathryn: True. That's very, very true. And it also helps to see what you know and don’t know.

Andrea: So what about the other question? About students achieving scholarships from a high GPA?

Kathryn: Scholarships are all different, there are some that are just based on high GPA but sometimes they are also based on a student being involved in the community, being a leader on campus, being in great need. So there's a range of types of scholarships and they each tend to have different requirements. For example, you might have to take a certain number of courses. You might have to get, you know, besides a GPA, you might have to do something else.

Ben: If you've been following the webinar series so far there was a webinar about MyUI. So there is a link on the homepage of MyUI to the scholarship portal. And so that could be a great space if you have
questions about, do scholarships require me to be international student or a domestic student, are grades a factor, is need a factor, the scholarship portal can answer a lot of those questions. So you can go around on that, spending some time looking there can be a good use of your time.

**Andrea:** That’s a great idea. Thank you. Very good points about that. And so thank you for all the questions today. And this was actually our last question for today. But before you leave please help us complete a survey, a very brief webinar survey that would help us understand if the webinars are helpful, to what extent and whether we need to do any improvements to make them even better than they are. We believe they are excellent and they can help you a lot with your preparations, but then there is always room for improvement. So let’s do some review of the dates, important dates. Again, we would like you to be here in Iowa city on the University campus by January 6 because the mandatory international student orientation starts on January 7, and we would like to make sure that the orientation is most helpful to you in transitioning from wherever you come from either academically or personally or geographically to the life here at the University and Iowa City. And then finally except for completing the survey for today’s webinar, other reminders are regarding the fact that we are recording each of the webinars and the recordings are available on our website, which is shown here on the slide, and then in addition to the webinar recordings you have other resources available to you for the pre-arrival preparation. And again, the website link is provided here on the slide to the Web page for new students where you can find a lot of information. And I would like to also add that if you have any very specific questions regarding your pre-arrival, having any issues getting prepared or during your planning for the travel here, please don't hesitate to contact our orientation team at isss-orientation@uiowa.edu and one of our team members will be happy to follow up with you. Well, that is the end for our webinar series for you. And we look forward to meeting you at the orientation in January!