

Transcript for Course Registration: Self Assessment



Chapman Learning Commons

How can you choose classes that will fit you best? Take this quiz and find out...

What do you look for the most when registering for courses? Topic, academic objectives, instructor, course format, or time? Take this quiz to figure out what's most important for you. This is not a researched and tested instrument; it is meant to provide you with an avenue for determining what matters to you when deciding on your courses. Everyone's priorities in course selection are different, and even you and your closest friends may pick different answers.

Question 1: When I look at the start and end times of the course, I would like:

1. Asynchronous classes
 - If you are a self-motivated individual or want more flexibility in how you engage with the course material, you may prefer to have asynchronous classes.
 - You may benefit from our blog posts [Navigating Time Differences for Online Exams](#) and [Choosing Courses at UBC Part 2: Considering Online Learning](#).
2. Synchronous classes starting at a specific time
 - We all have different times during the day when we feel the most energized. For example, if you find yourself having the most energy in the morning, you can plan your courses in the morning or early afternoon. For more flexibility, consider mixing synchronous classes with asynchronous ones.
 - You may benefit from our blog posts [On Burning Out](#) and [Navigating Time Differences for Online Exams](#).
3. Courses of a specific length
 - Sometimes it can be hard to focus on long lectures. Choosing one hour lectures over 1.5 hour lectures, or vice versa, can help address this problem. Don't forget to schedule breaks, and consider whether asynchronous courses may provide the flexibility you desire.
 - To learn more about tips on studying, you may benefit from our blog posts [Focusing Flexibly: Tips for Staying Zoned-In](#), [The Pomodoro Technique: Study more efficiently, take more breaks](#), and [Why Keeping a To-Do List is a Good Idea](#).
4. Classes scheduled so I can have time for extracurriculars or work
 - If you have extracurriculars or work during the daytime, planning your courses around those commitments can be helpful in balancing different aspects in your life. Be sure to plan for breaks so that you are not overwhelmed with school and extracurriculars.
 - You may benefit from the blog post [The Pros, The Cons, and the How To's of Work-School Balance](#).



Question 2: For me, I learn best when an instructor:

1. Uses many examples to explain a particular theory
 - Real-life examples may be easier for you to understand than abstract concepts; this type of instructor may be great at keeping you engaged in the topic. Don't hesitate to ask for more examples when needed!
 - Check out our toolkit for [Interacting with Profs](#).
2. Takes time to share their personal passions and research related to the topic
 - Having a more personal approach to the course material can sometimes make the content more engaging. If you are curious about how concepts tie back to research experiences, your instructors will likely be happy to answer questions, whether in class or during office hours.
 - Check out our toolkit for [Interacting with Profs](#).
3. Matches my preferred method of teaching.
 - Some students thrive in predominantly lecture environments, while others find more seminar-style discussions to be more engaging. Try to balance playing to your strengths and experimenting with new formats - you never know when you'll discover something you like!
 - Take our [Approach to Learning: Self-Assessment](#) to determine your learning preferences, or check out this toolkit for [Interacting with Profs](#).
4. Provides clear guidelines but with the flexibility to choose my own topics and learning objectives.
 - If you want to explore your own topics, an instructor who is open to different ideas and themes for an assignment may work best for you. Personalizing assignments may make them more engaging, but be careful not to miss out on opportunities to discover new areas of study!
 - Check out our toolkit for [Interacting with Profs](#).

Question 3: When I look at a syllabus, I look at:

1. The introduction to the course written by the instructor
 - It seems like the topic of the course and the approach your instructor will take are important to you so that you can focus and enjoy the material you'll be learning. It can also be helpful to review the weekly content and assignments to see if the course is a good fit for your needs and interests.
 - Check out our toolkit for [Interacting with Profs](#).
2. A breakdown of what lectures will focus on every week
 - It seems like the topic of the course is important to you so that you can focus and enjoy the material you'll be learning. You also seem organized, wanting to know exactly what to expect to learn during the semester.
 - You may benefit from our [Time Management Toolkit](#) and the [Assignment Calculator](#), as well as our blog post [Why Keeping a To-Do List is a Good Idea](#).
3. The number and the difficulty of assignments and evaluations
 - It seems like managing your commitments and knowing your workload is important to you. Knowing your limits is essential when planning courses!



However, don't forget to reflect on whether the detriment of conflicting deadlines outweighs the benefits of learning interesting course materials.

- Take a look at our [Time Management Toolkit](#) and the [Assignment Calculator](#), as well as our blog post [Why Keeping a To-Do List is a Good Idea](#).

Question 4: My plans after graduation involve:

1. Graduate school
 - You may want to find out your preferred learning methods and the type of instructor you work best with to ensure you can do well in the course. We recommend reaching out to instructors to learn more about their field of work and their experiences in grad school.
 - You may find [Advice from UBC Grad Students](#) and [The Graduate Game Plan](#) helpful in navigating post-graduation life. You can also learn more about [UBC graduate programs](#).
2. Going straight into the workforce
 - If you are going into the workforce, your academic goals might be more in line with the kind of experiences you want to have rather than extraordinary grades.
 - Visit the [Centre for Student Involvement & Careers](#) for career resources, take our [Transferable Skills: Self-Assessment](#) quiz to reframe the skills you already possess, or read about [How to Get the Most Out of Your University Experience](#).
3. I don't know what I want to do after graduation
 - This is perfectly normal! Since the future is unpredictable, it might be best to centre your academic objectives to receive good grades so that you will have reliable marks if you ever decide to apply for grad school. Speaking to alumni and friends about your interests and anxieties can be helpful, as well.
 - Visit the [Centre for Student Involvement & Careers](#), connect with alumni using [Ten Thousand Coffees](#), or read our blog post [Grad Student Diaries: "So, what's your plan for after graduation?"](#) Remember, you can also access [Alumni UBC resources after graduation!](#)

Question 5: When I am choosing my courses, my top priority is:

1. Exploring my options
 - University is about learning new things! Your electives are a great opportunity to broaden your horizons. Reviewing your degree requirements may be helpful to determine how you can complete degree requirements at the same time!
 - Don't delay - learn about your degree requirements by [talking to an academic advisor for your faculty](#).
2. Completing my degree requirements
 - Keeping track of your credits can help you graduate on schedule. Check your degree requirements early on in your degree; you may even be able to have some fun with your elective credits!
 - Don't delay - learn about your degree requirements by [talking to an academic advisor for your faculty](#).



3. Following my interests/career goals
 - If you already know your strengths and goals, that is great! It's also important to challenge yourself to learn new skills. Consider how you can strike a balance between applying your strengths and trying new things. You never know when having an interdisciplinary perspective might come in handy!
4. Achieving good grades
 - Check out different resources and attend the first lecture to get a sense of your instructor's teaching style. Consider the merits of teaching styles you may never have seen before too, what skills might you learn and achieve other than just good grades?
 - Check out our [Approach to Learning: Self-Assessment](#) quiz to gain more insight on your typical approach to learning!
5. Mental wellbeing
 - Choose carefully so that no courses overlap with each other on your schedule and check whether the various assignment deadlines are compatible. Don't forget to factor in breaks and exercise!
 - Don't hesitate to talk to the friendly staff at the [Wellness Centre](#), and hear from the Chapman Learning Commons student staff about how to maintain wellness: [Mindfulness Meditation as a tool for Mental Health and Academic Success, A Positive Approach to Facing University](#).

Thanks for taking the self-assessment!

