WELCOME TO

GRADUATE AND PROFESSIONAL SCHOOL SURVIVAL SKILLS

OPENING SESSION

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go.osu.edu/dlc
WHAT WE DON’T MEAN BY SURVIVAL SKILLS
WHAT DO WE MEAN BY SURVIVAL SKILLS?

| S | Size up the situation (surroundings, equipment) |

Ideas adapted from the *Official U.S. Army Survival Handbook*
WHAT DO WE MEAN BY SURVIVAL SKILLS?

| S | Size up the situation (surroundings, equipment) |
| U | Use all your senses (undue haste makes waste) |
**WHAT DO WE MEAN BY SURVIVAL SKILLS?**

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GOALS FOR TODAY

- Recognize that graduate school is **challenging** – and that challenge is a good thing

- Hear from **other students** who have developed resilience and insight during their graduate school experiences

- Identify next steps (e.g., TM and learning **strategies**, campus **resources**
WHY EMBRACE THE CHALLENGE?

NEUROPLASTICITY
The Ability of the Brain to Reorganize Itself,
Both in Structure and How It Functions

HOW THE BRAIN CHANGES

NEUROGENESIS
Continuous generation of new neurons in certain brain regions

NEW SYNAPSES
New skills and experiences create new neural connections

STRENGTHENED SYNAPSES
Repetition and practice strengthens neural connections

WEAKENED SYNAPSES
Connections in the brain that aren’t used become weak

https://frontiersmeetings.com/conferences/neurology/Neurorehabilitation-Neuroplasticity
### Fixed Mindset vs. Growth Mindset

#### Skills
- **Fixed Mindset**: Something you’re born with, fixed.
- **Growth Mindset**: Come from hard work, can always improve.

#### Challenges
- **Fixed Mindset**: Something to avoid, could reveal lack of skill, tend to give up easily.
- **Growth Mindset**: Should be embraced, an opportunity to grow, more persistent.

#### Effort
- **Fixed Mindset**: Unnecessary, something you do when you are not good enough.
- **Growth Mindset**: Essential, a path to mastery.

#### Feedback
- **Fixed Mindset**: Get defensive, take it personal.
- **Growth Mindset**: Useful, something to learn from, identify areas to improve.

#### Setbacks
- **Fixed Mindset**: Blame others, get discouraged.
- **Growth Mindset**: Use as a wake-up call to work harder next time.

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(Dweck 2006, 2012)

IDENTIFY TOP 3 / 1 MUST

A. Work on your most important task before you work on anything else

B. Build a sense of accomplishment (not all or nothing)

C. Estimate, track, and reflect on time (to improve accuracy)

• Productivity Planner
• Full Focus Planner
GET STARTED: 3, 2, 1, GO!

When we think of something we DON’T want to do, we activate areas of our brain associated with threats & pain.

We usually try to stop that negative stimulation by switching to another activity.

BUT shortly after we start working on something, the neurodiscomfort disappears!

(Oakley, 2014)
POWER UP YOUR LEARNING

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

- Recognizing and recalling facts
- Understanding what the facts mean
- Applying the facts, rules, concepts, and ideas
- Breaking down information into component parts
- Judging the value of information or ideas
- Combining parts to make a new whole
PRACTICE SELF-REGULATED LEARNING

Winne & Hadwin’s Model of SRL

- Understanding tasks
- Monitoring, Evaluating (Feedback)
- Goals & Plans
- Applying strategies
- Adapting & Regulating

Dr. Allyson Hadwin
Educational Psychology

http://www.slideshare.net/LEToulu/hadwin-lecture-srl
371 respondents from Arts & Sciences and Engineering
- 65 master’s
- 298 doctorate
- 2 post-doc
“WHAT SURPRISED YOU MOST ABOUT GRADUATE SCHOOL?”

Shared concerns among graduate students.
“I was surprised to find that nearly every issue or problem or uncertainty I've faced in grad school is shared by numerous other students in my department; it can be very helpful to know that you are not alone and that others near you can empathize with your struggles!”

Autonomy. “I was most surprised by how self-directed it is. You have a lot of freedom to do what you want/need. This can both be a unique blessing or a curse.”
Seek help. “School is about learning, not proving you already know it all. This goes doubly for administrative, programmatic, and day to day utilitarian issues.”

Support rather than compete. “Don't try to compete with other people; work towards genuinely supporting each other without comparison.”

Be proactive in your advising relationship. “Pursue your advisor and (respectfully) make him [or her] teach you. Let him know you need him. Don't wait for him to come to you.”
WHAT’S NEXT?

- Ways to achieve balance—OUAB (Kerry Hodak)
- Student panels (separate Zoom rooms based on area of focus)