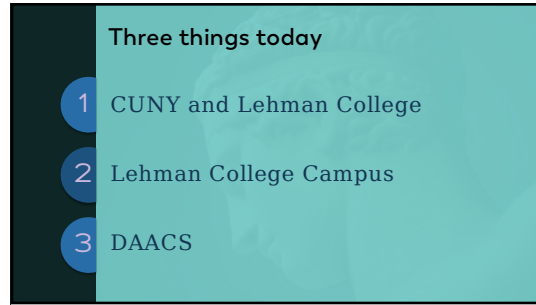


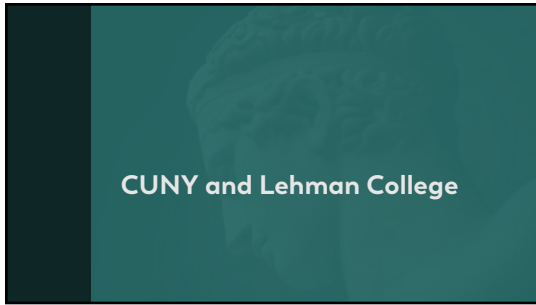
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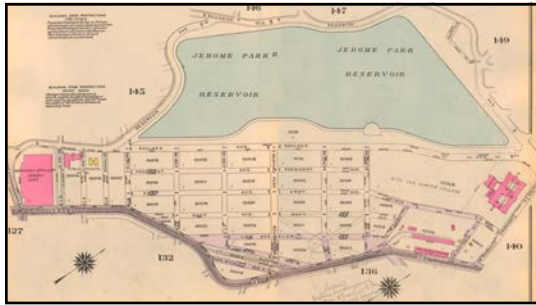
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September 1931: Opening of the Campus

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March 25, 1946: The United Nations Moves to the Bronx

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1959/1960: Opening of the Fine Arts Building and Shuster Hall

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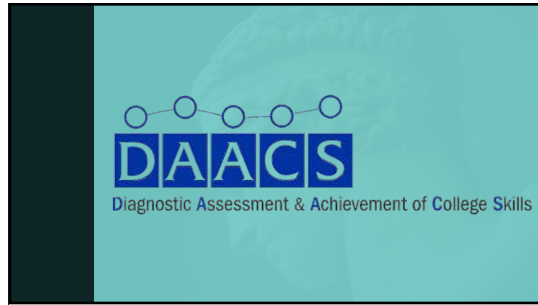
Lehman resources

Achieving	<p>Contact an advisor if:</p> <ul style="list-style-type: none"> You want to withdraw or change a class You're confused about your classes You have a question about classes You are working on your registration plans so you can register for the next semester 	<p>Setup an appointment through NAVIGATE. Advisors are available for in person meetings and through Zoom.</p>
Financial Aid	<p>Contact Financial Aid when:</p> <ul style="list-style-type: none"> You have questions about forms including FNSFA You have questions about paying for college 	<p>Contact Financial Aid through their website: https://www.lehigh.edu/financial-aid/</p>
Helpdesk/IT	<p>Contact the helpdesk when:</p> <ul style="list-style-type: none"> You have questions or issues about logging in Have problems with a password Have general technology problems, especially with Lehman systems 	<p>You can:</p> <ul style="list-style-type: none"> Call 718-960-1111 Email helpdesk@lehigh.edu Stop in at the IT Center in Carman Hall or the Library <p>https://www.lehigh.edu/it/helpdesk.php</p>

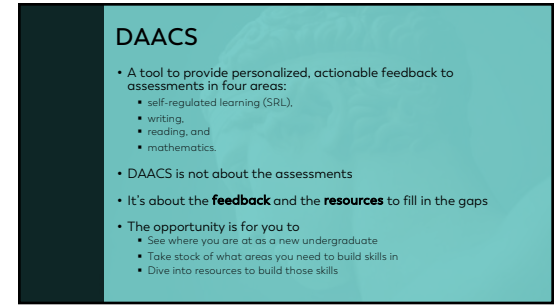
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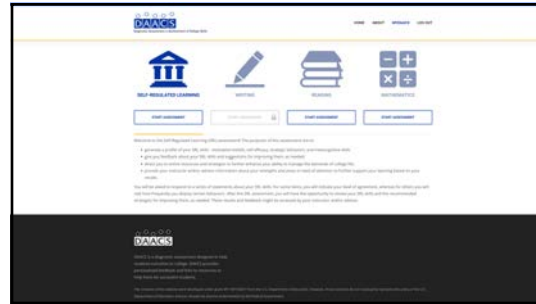
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ESSAY

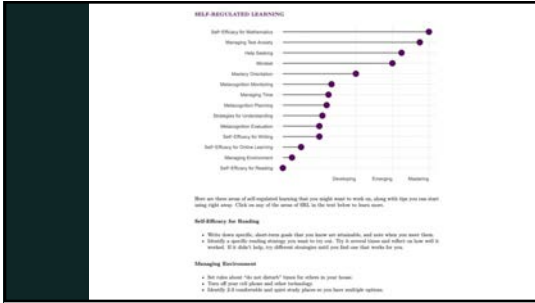
After taking the DAACS self-regulated learning assessment, I now have a little bit more about myself as a learner. I got results and feedback about my self-efficacy, metacognitive, strategic, and motivation. I seem to struggle most with metacognitive and strategic, but I was happy to see in the feedback and the self-regulated learning kit that there are a bunch of things I can do to improve.

Metacognition is a term that I never heard of before. Basically, it means thinking about and taking control of my own thinking. It includes planning, monitoring, and evaluating. In other words, what I do before, during, and after learning something. I struggled with all three of these areas of metacognition. The notes were helpful. I then put some things into action that I need to know or do without thinking about it. Then, I try to get it over with as quickly as possible, so I don't spend much time reflecting on learning. When more time has passed, I go back to the website and think about what I just did. To get better on that, I am going to start making myself questions before, during, and after learning. For example, I could ask myself before reading a textbook chapter "What is this reading about? Why am I reading it?" While reading, I can ask myself if I am understanding what I am reading, because my attention often drifts while I am reading. After reading, I can ask myself questions about what I just read, and whether I should do something differently next time I read something. Doing all of these things will help me become more metacognitive and therefore a more self-regulated learner.

Strategic are tools that can be used to help to learn better. I did poorly in managing my time and managing my environment. With time management, it can be difficult to order a balance between doing my schoolwork, my job, and managing my time. To stay able to keep track of everything I have to do, I can look at I forget to do things sometimes. While managing my environment, I have a hard time finding a quiet place to work. At my house, there is always some noise coming in, which can be quite distracting while trying to study.

Overall, I'm glad I took this course because I discovered things about my learning that I already knew, but didn't know had a label. For example, I think I always knew I wasn't good at metacognition, but I never knew there was a name for it, or that other people struggle with the same thing. I also didn't know that there were ways to improve it, which is why I'm also glad I read the feedback and looked at the self-kit. I now have more strategies I can use to help me succeed in college, so long as I remember to keep using them.

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DAACS feedback

The most important thing about DAACS is the feedback. Almost immediately after completing an assessment, you will receive **personalized, actionable feedback**. The feedback provides information about 1) your strengths, 2) areas that might hold you back, 3) suggested strategies that you can try, and 4) links to free resources to continue developing your knowledge and skills.





The feedback comes in three different forms:

Brief description	Video	Illustrative scenarios

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DAACS feedback

The feedback has four levels. Click on More info to get more specific feedback.

<p>1. Overview: What is the domain?</p> 	<p>2. Domain: How did I do on the domain?</p> 	<p>3. Sub-domain: How did I do on the sub-domain? What strategies can help me improve?</p> 	<p>4. Item-level: How can the strategies help, based on how I answered the question?</p> 
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Our studies show that students who read the feedback and click on the links do better than those who just take the assessments and log off. So please use the feedback!

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Week 2 Response

- Sign in to cuny.daacs.net
- Complete the first two assessments:
 - Self-regulated learning 10-15 minutes
 - Writing 20-30 minutes
- For each assessment,
 - Read the instructions and watch the videos before starting
 - Think about each question in terms of your own experiences and confidence
- Download the Summary Report and the Writing Response
- Email them to me at mark.wilson@lehman.cuny.edu
- Your responses will not affect your grade

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