



## uBEATS Teacher's Guide:

# Optimize Your Learning Experience

## (Grades 9-12)

This teacher guide is a supplementary text to support the use of the uBEATS Optimize Your Learning Experience module for grades 9-12.

To help students develop the knowledge necessary for an incredible future in health care, we created UNMC Building Excellence in Academics Through STEM (uBEATS), an online health science resource for Nebraska students.

UNMC uBEATS modules are short (15 minutes or less), interactive online health science modules to supplement curriculum taught in grades 6 – 12. These do not replace curriculum but are a supplement for teachers and students incorporating evidence-based information and UNMC expert guided material. Each module is chunked into sections with formative and summative assessments with immediate feedback provided.

Tips on how to utilize uBEATS modules:

- Internet access is required to view uBEATS modules.
- For those who have access to one-to-one technology, modules can be used in or outside of the classroom as a topic introduction, extension, or review.
- For classrooms without individual student devices modules can be used in whole group instruction. Formative assessment questions can use the teacher's preferred call and response method and summative assessment questions can be displayed on the board and answered individually by students or printed and distributed to students after viewing the module.

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## Objectives

- What does “optimize your learning experience” mean?
- Why is optimizing your learning experience important?
- How to optimize your learning.



## **Introduction**

Optimizing one's learning experience is a topic that many students overlook. This module explains what it means to optimize someone's learning experience, gives reasons why it is important to develop these strategies, and offers steps a student can take in order to improve their learning experience.

## **Prior Knowledge**

Before beginning this module, the teacher should understand:

- Next Generation Science Standards (NGSS) featuring [Three-Dimensional Learning](#).
- [Nebraska Standards for Career Readiness](#) Pg. 13

1. The career-ready individual applies appropriate academic and technical skills.

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English/Language Arts, Science, Social Studies).
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school graduation requirements.
4. Assimilates and applies new learning, knowledge and skills.

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## **Key Terms/Vocabulary**

Learning experience, optimize, learning environment, physical orientation of materials, optimization strategies, cognitive fatigue, GPA, study efficiency, self-reflection.

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## **Science Standards**

[Nebraska Science Standards](#) Pg. 3

Content Area Standards Structure

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## **Extensions of the lesson**

To help students become more familiar with the Key Terms of this module, the teacher can use the vocabulary list for a classroom Word Wall or integrate the vocabulary into classroom word games during review sessions. As the students work to complete this module, they will encounter these Key Terms. They will have a learning advantage if they already have a sense of meaning for each term.

Encourage students to check current events for the latest news involving study habits.

As student misconceptions become apparent, the teacher may need to reinforce these important concepts:

- The information presented in this module is directed toward graduate students. However, these strategies are also useful for high school students preparing for college.
- State and national content standards list the “what” of a student’s learning experience. This module provides support for “how” the learning can be accomplished.
- Learning is personal. Standards can recommend the same content for everyone, but optimal learning strategies vary from person to person. For that reason, self-reflection is an important part of this process. Each person must carefully consider their own situation to identify their own personal “what,” “when,” “where,” and “how” regarding their study sessions. The process takes time, and self-reflection is on-going.
- Some students have few difficulties with their study habits, while others seem to struggle. But all students can benefit from optimization strategies that can increase their efficiency.

## **Enrichment**

The UNMC Office of Interactive e-Learning offers additional modules about Study Skills among their [Online Science Education Resources](#). See [uBEATS](#) for details.

For more information about study strategies, see [Strategies for Success](#).

For classroom activities about study skills, see [Top 10 Study Skills for High School Students](#).

To learn about the study-skills transition from high school to college, see [Study Smarter Not Harder](#).