

HS to HWS:

Key distinctions to make your transition
from high school to Hobart and William Smith Colleges smooth and successful

LEARNING	
High School: Teacher-Supported	HWS: Student-Directed
Teachers remind students of assignments, tests, and make-up work	Students use a syllabus to know about and plan for assignments and tests
Others typically structure your time	Students must develop an individualized time management system
Teachers provide in-class study time	Class schedules look lighter than they really are; expect 3-5 hours of study time for every 1 hour of class time
Teachers guide research and assist students in locating information	Students must possess library and internet research skills
Teachers tell students what to learn	Students determine what to learn and how to study using their own learning styles

ASSESSMENT	
High School: Testing and Grades	HWS: Testing and Grades
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material
Make-up tests are often available	Make-up tests are seldom an option; if they are, students need to request them
Teachers frequently rearrange test dates to avoid conflict with school events	Professors usually schedule tests without regard for the demands of other courses or outside activities
Teachers frequently conduct review sessions, pointing out the most important concepts	Professors may offer review sessions; when they do, they expect students to be active participants who come prepared with questions
Consistently good homework grades may raise students' overall grades when test grades are low	Grades on tests and major papers may provide most of the course grade (see course syllabus for grading criteria)

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