

AP Psychology Summer Assignment

Welcome to AP Psychology! I want you to relax this summer and come to class refreshed and ready for a new year. I am not asking you to learn any content over the summer. However, there are three small things I would like you to do over the summer so that we can hit the ground running next year. If you have any questions over the summer, email me at soddi@rochester.k12.mi.us

1. AP Psychology Binder

Obtain an approximately 2 inch binder. (See me before school is out if you have a financial issue and I will help you find one). Create tabs for each of the chapters we will cover this year (see list below). You can buy tabs or easily make them out of paper. Insert these tabs into your binder in the order listed below and bring your binder with you on the first day of school.

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|----------------------------|-------------------------|-----------------------|
| 1. Perspectives & Memory | 6. Learning | 11. Disorders |
| 2. Research | 7. Development | 12. Treatment |
| 3. Biopsychology | 8. Intelligence | 13. Social Psychology |
| 4. Sensation & Perception | 9. Motivation & Emotion | |
| 5. States of Consciousness | 10. Personality | |

2. Sign Up for Google Classroom AND to Receive StudentSquare Messages

Join the AP Psychology 25-26 Google Classroom using join code **66xk23pj**. You will find this document there if you want clickable links.

Access StudentSquare using one of these three options (downloading app is recommended):

iOS app – <https://apps.apple.com/us/app/student-square-app/id1415402057>

Android https://play.google.com/store/apps/details?id=com.parentsquare.studentsquare&hl=en_US

In your browser - <https://www.mystudentsquare.com/signin>

Click “Sign in with Google” and use your District-issued Google sign-in to confirm your account.

StudentSquare is a communication app that has merged with Remind. It has similar functionality to Remind. You will be able to message me and receive reminders throughout the year. I recommend turning on push notifications.

3. Learn How to Study Effectively

Please carefully complete the attached assignment and bring it with you to class on the first day. Do not panic! I know the assignment looks like a lot, but it really isn't. It's only 36 minutes of video and some easy questions. You should only expect to spend about **1 hour** of your summer completing this. You will watch a video series created to help incoming college students learn to study effectively. By taking AP classes, you are essentially becoming a college student right now. The more seriously you take this assignment, the more you will get out of it and the better prepared you will be for AP Psychology, and every class you take in the future.

How to Get the Most Out of Studying

If you use ineffective or inefficient study strategies, you can study long and hard and still fail. But, if you use effective strategies, you will get the most learning out of your study time and you will be more likely to succeed. The aim of this assignment is to help you identify and use the most effective study strategies possible. This should decrease your study time and stress.

Access this youtube playlist: <https://www.youtube.com/playlist?list=PL85708E6EA236E3DB> The first video is **“Video 1: Beliefs That Make You Fail...Or Succeed.”** Watch this video in its entirety **before** reading on. It is important that you focus on understanding the messages of the videos instead of watching them looking for answers to this worksheet. The worksheet will ask you opinion and application style questions to help you review and personalize the information, not small facts you have to search for.

Now that you have watched all of Video 1, read the following summary and respond to all questions posed. Answer the questions as honestly as possible. Don't worry about how I will interpret your responses, worry about getting something out of this so you can start the year off on the right foot!

“Beliefs That Make You Stupid”

1. Learning is fast

Especially if this is your first AP class, please be aware that you may need to adjust your thinking about how much time you need to devote to studying outside of school. How much time do you estimate you should need to devote to AP Psychology outside of class per week?

2. Knowledge is composed of isolated facts

You will learn MANY vocab words this year. Students often write out definitions on note cards and memorize them as isolated facts. The problem is that Ms. Oddi, and the writers of the AP test, test for an understanding of relationships between the concept and other concepts. **Beware!** Our AP Psychology textbook conveniently puts all the definitions in the margins for you! If you look only at the definitions instead of reading the text, you will have a hard time answering complex AP-style questions.

3. Being good at a subject is a matter of inborn talent rather than hard work

Do you have subjects that you feel you are naturally good at? Any that you feel you are naturally bad at? Explain how this type of thinking could change the amount of effort you put into certain classes:

4. I'm really good at multi-tasking, especially during class or studying

The research is overwhelming that we are bad at multi-tasking, especially if one of the tasks takes a lot of effort and concentration, like studying. You are not the exception! If you want to be successful, you need to reduce or eliminate distractions while studying. Describe your normal study environment. Be honest! Does it normally include TV, texting, music, etc?

Metacognition is _____.

Students are often very overconfident about how well they understand the material. As a result, they don't study as much as they really need to. They take the exam and believe they have done really well, and then they are stunned when they find out they've done poorly. One of the problems with AP classes is that you have spent years perfecting your sense of metacognition for high school level classes. You know how it feels to be prepared for a high school level test and what it feels like when you're not prepared. Now that you are doing college level work, your metacognitive sense may be off.

Evaluate your own metacognition. Do you generally think that how you feel after taking a test matches the results you get? Or, do you often feel surprised by your results? Explain.

Having inaccurate metacognition may indicate that you have poor study skills. If that is the case, then just studying more **won't** help. This often frustrates students who expect the amount of time they have spent studying should match the grade they receive. You don't necessarily always need more study time, you just need to spend your time in the most effective way. Don't be afraid to see Ms. Oddi for tips on how to spend your study time!

Before watching the second video, circle the statement below that you think is the most important factor in successful learning:

1. The intention and desire to learn
2. Paying close attention to the material as you study
3. Learning in a way that matches your personal learning style
4. The time you spend studying
5. What you think about while studying

Now, watch all of "**Video 2: What Students Should Understand About How People Learn**" before moving on.

Now that you have watched all of Video 2, read the following summary of the information and respond to all questions posed. Answer the questions as honestly as possible.

Think about the classic psychology experiment by Thomas Hyde and James Jenkins described in the video. Participants were asked to look at a list of words. Some participants were warned that they would be asked to recall the words later, while others were not. In addition, some participants were asked to decide if each word contained the letter e while others were told to rate the word on how pleasant it was. Finally, some people were just told to memorize the words. So, five groups of people did different things with the same list of words and the psychologists looked to see who learned the most.

Results: First, did the intent to learn (knowing they would be tested later) matter? _____
Second, did depth of processing (thinking about the meaning of the words) matter? _____

What can you take from this study to apply to studying for tests in school? What types of strategies will be most beneficial? Which will be least beneficial? Explain.

Remember, you can have every intention to learn, but if you use a shallow strategy, you won't learn. I've had lots of students spend tons of time studying and not understand why they're struggling on tests. It's not all about how much time you spend! The depth of your processing is much more important!

Now, let's return to the question of the single most important factor in successful learning. Which was the correct answer? Why? If you circled something different above, explain why that answer was incorrect.

The following factors contribute to your academic success. Put each one in your own words below:

- Minimizing distractions; Maximizing focus

This means...

- Developing accurate metacognition

This means...

- Deep, appropriate processing of critical concepts

This means...

Watch **"Video 3: Cognitive Principles for Optimizing Learning"** before moving on.

Now that you have watched all of Video 3, read the following summary of the information and respond to all questions posed. Answer the questions as honestly as possible.

How do we accomplish deep processing? Explain how you can use each of these ideas in your own studying:

1. Elaboration: How does this concept relate to other concepts?

2. Distinctiveness: How is this concept different from other concepts?

3. Personal: How can I relate this concept to my own personal experience?

4. Appropriate Retrieval and Application: How am I expected to use or apply this concept?

Remember: Effective and ineffective study strategies can look very similar, but lead to very different results. For example, if you just re-copy your notes to make them neater without thinking about them, this is shallow processing and it **is not** an effective strategy. If, however, you reorganize your notes to help you see connections and relationships among concepts, then that is deep processing and **is** an effective strategy.

Any study habits you already have are automatic, which makes them very hard to change. In order to learn how to study better, you may have to work hard to overcome ineffective skills that have become automatic to you over the years. The good news is, once you develop good study habits, they will become automatic. Why not learn them now and leave RHS ready for college!

Watch all of **Video 4: Putting the Principles for Optimizing Learning into Practice** before moving on.

Now that you have watched all of Video 4, read the following summary of the information and respond to all questions posed. Answer the questions as honestly as possible.

The following are three research based strategies for achieving deep processing while reading. These are great strategies you should consider using in AP Psychology.

1. Question generation. After you have read a chapter or reviewed a section of notes, generate some questions over the material. Try to make the questions as meaningful as possible.

2. Creating a concept map. A concept map is a diagram of nodes and links. Concept maps take time and effort to do, but they don't have to be neat and perfect. The act of creating them helps you process information deeply.

3. Practice retrieving and using the information. Practice recalling the critical information without referring to your notes or book. Practice using the information in ways that the teacher is going to test you. This will also allow you to identify the weaknesses in your understanding.

In AP Psychology, you will be asked to take a lot of notes. Note taking is important because it provides you with a summary of key points that you will need to understand and recall later, provides you with a set of memory cues, and engages you in the class. **How** you take notes determines if you process the information in a deep, meaningful way or in a superficial way.

Think about your experiences in other classes. Do you feel that you learn more when taking notes, or not taking notes? (Be honest!) Why do you think this is?

If you said that you don't feel note taking helps you learn, one reason might be how you're taking notes. It is tempting to look at note taking as simply writing down what the teacher says without thinking about it, but this can actually **impair** your learning. You need to purposely make note taking an active activity where you are interacting with and trying to understand the material in order to get the most out of your class time. The more you can understand in class, the less material you need to work on at home!

Unfortunately, you won't be able to use Dr. Chew's highlighting tips in AP Psychology, but pay attention, they may help you in the future.

Guidelines for effective group study:

1. Group study is a business meeting. There should be a goal for the meeting and an agenda.
2. Everyone should come prepared and ready to contribute.
3. Set conditions for participation. For example, everyone should have read the chapter and have three questions ready to ask about it.
4. If you aren't prepared and can't contribute, then don't come.
5. Everyone keeps the ultimate goal of learning in mind.
6. Everyone has a chance to ask and answer questions from other group members.

Are you interested in being part of an AP Psychology study group? If yes, write here which days and times work best for you so I can help to organize groups:

Watch “**Video 5: I Blew An Exam...Now What**” before moving on. Are you sick of hearing Dr. Chew introduce himself yet??

Now that you have watched all of Video 5, read the following summary of the information and respond to all questions posed. Answer the questions as honestly as possible. You’re almost done!

You might blow an exam in AP Psychology. If you do, it’s important that you know how to take the appropriate steps right away so that you can get on the right track. The two **worst** things you can do is panic or go into denial. This just makes the problem worse.

Positive steps to take:

1. Identify what went wrong with your preparation on the exam. Be honest with yourself. How thorough was your preparation?
2. Review your exam to see what you missed. Diagnose what went wrong and how to change for the next exam. If your mistakes were spread out, it means you need to make comprehensive changes to your study strategies. If they are focused on particular topics, you need to figure out why that topic gave you trouble. I am happy to look at tests with anyone after school or during seminar.
3. Talk to your teacher! I’ll do my best to help you, I promise! If you don’t feel comfortable talking to me during class time, stop by before or after school or during Advisory.
4. Examine your study strategies to see if they are effective or not. Remember: good study habits are effortful and force you into deep processing.
5. Come up with a plan for better preparation and study to improve your scores.

Don’t be the student that...

- | | |
|--|---|
| a. Keeps studying the same way and hoping for improvement | d. Falls farther and farther behind waiting to find time to catch up |
| b. Waits until the end of the term to seek help | e. Crams at the last minute |
| c. Starts slacking on some classes to focus on other classes | f. Doesn’t do assignments because they are late or only worth a few points. |
| | g. Panics and gives up. |

Identify one of these that you have done in the past. Explain what you did and what the outcome was: