

MOLLOY UNIVERSITY

School of Education and Human Services

Department of Teacher Education

EDU 5900 Study Smarter NOT Harder (3 credits)

Semester Year Summer 2026

Instructor: Melissa Torre

Email: mtorre@levittownschools.com

Office hours: Monday - Thursday 3:00 pm - 3:30 pm or by appointment

Course Description:

Do you ever get the comment from students “I don’t understand how I did so bad on the test? I studied” Than when you question the student they can’t really explain how they studied. Unfortunately “how to study” is not really taught in school anymore. This online class is designed to help teachers in grades 6-12 learn many active, effective study strategies that are shown to help students increase their retention by not working harder but working smarter. Teachers will learn how to help their students apply their metacognitive skills so that they become more proficient at studying. Teachers will be introduced to many techniques, ideas, and resources to help students learn how to ask questions, dissect different types of text, and understand text structures and features, all of which are geared toward helping them develop their study skills. Teachers will also learn several tips and tricks for helping their students master the art of taking tests, making them prepared and confident once test day arrives. **(This class is applicable to all disciplines & grades 6-12)**

Shared Vision

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University’s mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit’s Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department’s knowledge base which undergirds the initial and advanced programs’ curriculum, pedagogy, and values

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

Belief that all children can learn

Learner-centered and value-centered curriculum and pedagogy

Ethics and spirituality

Intellectual curiosity

Independence and risk-taking, while promoting collective identity and responsibility

Diversity, multiculturalism, and pluralism, including divergent thinking

Passion for teaching

Commitment to students and their communities

Civic responsibility through the promotion of social justice and interdependence

Commitment to democracy

Course Objectives:

- Every learner is different
- How to prepare students to study
- How students learn the best.
- Test day - tips & tricks for different types of exams

Course Format:

Day 1: Every Learner is Different

- VARK Model
- Multiple Intelligences
- Becoming an Active Learner
- 5 Areas of Attention

- Maslow's Hierarchy
- Reaching Students Through their Emotions

- Prepare your Mind
- Study Sequence

Day 3: How to Learn the Best

- The Seven R's of the Learning/Memory Cycle

Day 2: Preparation

- Preparing a Study Space

- Class Lectures
- The Art of Asking Questions
- Memory Techniques

Day 4: Test Day

- Study Tools
- Different Types of Exams

- Mastering Test-Taking
- Test Day - How to be ready

Required Readings, Videos, and Other Materials:

All materials will be provided throughout the course.

Course Requirements and Evaluation:

Lessons/ activities will be shared daily, so not logging in will result in loss of materials.

Students will be graded on class participation and the final project. Students taking the course for graduate credits will be required to create a lesson/ activity to the class on the last day for a final grade.

Example:

Asynchronous Discussions/Participation	25% (5% x 5)
Final Assignment	40%
Daily Assignments	20% (5% x 4)
Quiz	15%

Molloy University and School of Education and Human Services Policies and Supports:

Expectations of Academic Integrity for All Students

Honor Pledge and Academic Honesty Policy

Course Withdrawals

View [Withdrawal Policy](#) for potential financial implications

View [the Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates

Incompletes

[Incompletes Policy](#)

Health and Wellness

[Student Health Services](#)

[Student Counseling Center \(SCC\)](#)

Center for Access and Disability (Access)

[Center for Access and Disability](#)

Technical Support

[Student Account, Technology and Canvas](#)

Ally for Canvas

[Supportive Tools and Resources/ Ally](#)

Use of Proctorio for Exams/Quizzes (if applicable)

[Proctorio Resources for Students](#)

Email Accounts

Students are to communicate via their Molloy e-mail account or via Canvas throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication relating to this course in a timely fashion. Instructors will respond to emails from students within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

APA Manuscript Style

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7th ed.). (2010). Washington, DC: American Psychological Association.

All papers written in every course must adhere to the manuscript prescriptions defined in this manual.

