



▶ IN A GESTURE OF SOLIDARITY, THE DIRECTOR OF CUOL, PATRICK LYONS, PUT HIS HAIR ON THE LINE.



▶ MATTHEW HOLAHAN, NEUR/PSYC 2200 HAS THE HIGHEST AMOUNT RAISED FOR THE MOVEMBER FUNDRAISING.



▶ GORDON DAVIS, PHIL 3010 HAS THE HIGHEST PER CAPITA COLLECTED FOR THE MOVEMBER FUNDRAISING.



Online focus

WELCOME TO THE FOURTH AND LAST ISSUE OF THE CUOL NEWSLETTER FOR THIS YEAR! "Time to hunker down and get through those exams... but then you'll get a well-deserved break! Happy Holidays everyone!"

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Putting the work in Social Work: CUOL prof leads the way

Susan Braedley got into social work when she saw how policy changes could affect the everyday lives of people in her community.

"I saw that policy change could lift people from poverty, poor health and isolation – and it can also throw them into these conditions," she said.

New to both CUOL and Carleton, she said she tries to help those most dramatically vulnerable – people with disabilities and chronic illnesses, and the elderly.

Braedley's current research focuses on helping those with intellectual disabilities who are using crisis response systems. She has found that, unlike the current notion that 'transition aged' people (late teens to early twenties) are the most common users of crisis response services, it is usually people in their thirties who are repeated users.

Crisis response can apply to any number of situations, including escalating or violent behavior, medication use that isn't well-supervised or family burnout.

Many of these middle-aged people with intellectual disabilities still live with their families, Braedley said, and their parents are often in their 60s and have been parenting for a long time; they're just as vulnerable as their

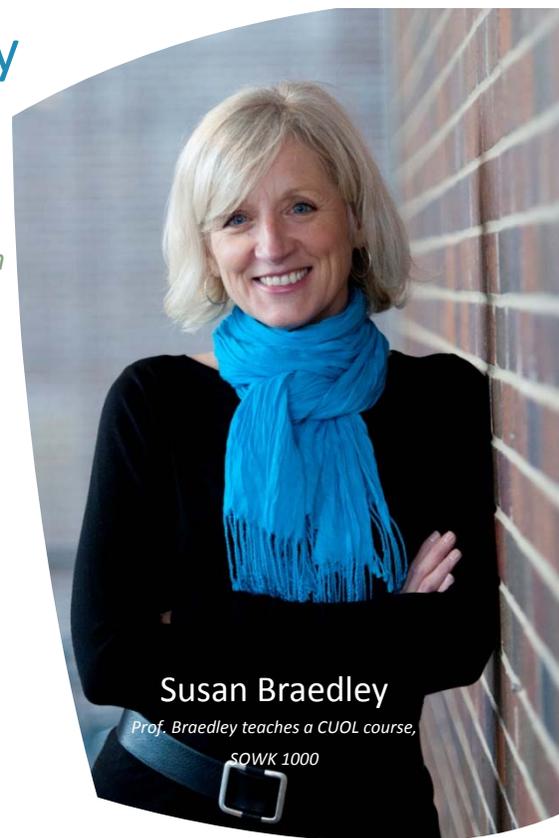
This month's new CUOL professor is Susan Braedley, a social work teacher who is trying to make the world a better place for people with disabilities.

kids. She said she's on the hunt to figure out what needs aren't being met in these families that is causing them to repeatedly use crisis services.

Her research is useful to crisis response centers because they usually don't have time to analyze their user data. Also, their data is monitored by incident, rather than by person, so they don't always realize it when someone is repeatedly using their services.

Braedley's other research is related; she is one of 25 researchers chosen for a new project that will study long-term residential care around the world.

"For me it's a pretty big deal to be part of that," she said. Braedley is focusing on comparing policies around dementia care, and is currently mapping the policies in Nova Scotia and Norway. The trick will be to find the context of each situation, so the best policies can be applied most effectively, she said. The project, which is funded by Social Sciences and Humanities Research Council of Canada, was awarded seven years of funding, starting in 2010.



Susan Braedley

Prof. Braedley teaches a CUOL course, SOWK 1000

Braedley said the best part of her job is learning. "From students, from my research, from my colleagues, from those who come to speak and spend time with Carleton... It is stimulating to have so many opportunities to learn."

CUOL Newsletter

Reporter/Writer:

Sabrina Doyle

Contributors:

Maria Brocklehurst | Patrick Lyons | Nestor Querido

Guide to taking tests, courtesy of MIT

TOP 8 Study Tips for CUOL Students

As exams begin to creep closer the tendency of students has been to procrastinate, leaving just enough time to cram in the last bit of knowledge possible. Last minute cramming is only effective if one's sole goal is to regurgitate material for an exam as opposed to gaining a greater understanding of course material. The last minute cram, so near and dear to all students' hearts is directly related to inefficient study habits and a cause for unnecessary stress. In the end, it all comes down to planning and developing proper study habits.

Students participating in online courses, be it at a distance or locally, are at an even greater risk of developing poor study habits. With arguably much more freedom, students taking online courses generally have issues staying motivated and on top of course work. For this reason, it is said that online learning is not ideal for all students. However, this does not have to be the case. The goal of this article is to provide online learners with some helpful tips to encourage efficient and effective study habits and hopefully curb the stress and frequency of last minute cramming.

8. Use Resources Available To You - If you are registered with Carleton University OnLine, you will have access to WebCT. Make sure to check the WebCT site daily to access key dates, deadlines, and course material. Furthermore, get involved in class discussion boards and make contact with other students in your class. Whether you are on-campus or across the world, all students have equal access to the resources needed to excel academically. Become familiar with the resources available to you by visiting Carleton's Learning Support Services' website at: <http://www1.carleton.ca/sasc/learning-support-services/>.

7. Take Notes – Even though you have the ability to revisit lectures, note taking is a form of active learning and will help in the process of conceptualizing and retaining information. Remember, as an online student you have the luxury of pausing or rewinding lectures.

6. Review Notes Immediately – It isn't enough to just take notes, review slides and notes within 24 hours of watching a lecture. This will help improve long-term information retention.

The students who go to the Massachusetts Institute of Technology, a renowned guild of academic brilliance and home of many an awkward genius, need guidance when it comes to exam-writing too. The college's undergrad advising office offers tips for taking tests and managing time. In the following hypothetical situation, a student aims to follow their advice, as the first exam creeps closer.

Night before the test

Leaf frantically through seven chapters of textbook, highlighting wildly. Come across a self-drawn doodle of an elephant eating a lollipop in the margins. Wonder how you got into university. Look back at MIT's night-before advice: Study a reasonable amount – you choose to interpret 'reasonable amount' as 'STUDY EVERYTHING,' to defend your cramming – assemble everything you need for the exam, and get a good night's sleep. You study some more, break down in soft, self-loathing tears, study some more, fall asleep in your jeans.

Test Day

Wake up the morning of the exam, with a little spot of drool on your notes where you laid your head on them. Panic. Calm down when you remember the exam isn't until 1 o'clock. Assemble everything you need for the exam (oops) and head for the kitchen.

Remember MIT's advice: Have breakfast, even if it's only a bite on the run, and avoid caffeine – you choose to interpret 'avoid caffeine' as 'chug three cups' – go to class early with the materials you need (you wonder how people at MIT got into university), don't let the nervousness of classmates infect you. By 12:30 you're shaking from coffee overdose, and your hands have turned a curious, veiny blue.

Taking the test

Walk into the exam hall, being careful not to tip your head one side or the other lest precious crammed information drip out your ears. You run through the last pieces of advice: Listen to the proctor for any last-minute details, skim through the exam to get a 'lay of the land,' begin with the easier questions, and don't spend a long time on the ones worth only a little. Plan to leave five minutes at the end to review your work. Okay, breathe. With your (still blue) hand gripping the pencil, you write your name at the top of the sheet.

Other tips this student would have been wise to adopt:

Have a 5-day study plan, such as the excellent one laid out by Cornell University's Learning Strategies Center:

http://www.lsc.sas.cornell.edu/Sidebars/Study_Skills_Resources/FiveDayStudyPlan.pdf

5. Use Social Media – Although distance students are at a disadvantage in terms of connecting with classmates, websites like twitter and facebook are evening the playing field. Connecting with classmates is part of the post-secondary experience and facilitates a well-rounded learning experience.

4. Communicate Regularly with Profs and TAs – Carleton University OnLine lives by its motto of being "anything but distant". Keep an open line of communication with your professors and TAs via email or phone.

3. Manage Your Time – Many students who take online courses do so in order to maintain flexibility in their schedule. Whether it is work, family, or travel; online learners must designate appropriate and realistic time slots for readings, lectures, and completion of deliverables.

2. Establish A Routine And Stick To It – Treat your online course as if it were a class you were taking on campus. Set a specific time to watch lectures as you would if you were attending an on-campus class. Watch complete lectures and resist the temptation to fast forward even though you may feel you know the material.

1. Plan Ahead – Even though lectures can be viewed any time, refrain from procrastination, as missed classes tend to pile up quickly and easily. Foresight is key in keeping pace with class material.

Incorporating these study habits is paramount in your success as an online student. Take responsibility for your learning through efficient and effective studying and by exploiting all of the resources available. Remember, CUOL isn't just a textbook and an exam; our goal is to provide a flexible and alternative way to access Carleton University's premier faculty and most popular university credit courses.

Visit <http://www1.carleton.ca/sasc/learning-support-services/for-cuol-students/> for more information on resources and tips for improving study habits and academic performance.





Mobile Apps

This month's feature:  **EVERNOTE**
Evernote

I will confess that I never really saw the allure of *Evernote*. The decently popular and well-reviewed digital organization tool seemed targeted for a void that – to me at least – didn't exist. The free downloadable program is like a virtual file cabinet. It lets the user sort and organize all the digital odds and ends in his or her life by tags, or into folders ('notebooks'). Meaning that if you come across a webpage and think, 'ah yes, this is directly relatable to that thing I'm working on,' then you can quickly save it in a note and return to it later.

"But," I thought, "I already use email, google docs, and word docs to catalogue my various musings and interesting finds. I don't need another download using up my 4-year old laptop's waning resources."

Well, I downloaded it. And it's true - I don't need it. But by golly it sure is neat. Not only can you capture screenshots and pictures and store it all online, but you can sync your mobile device to it and note-on-the-go. I still prefer post-its for capturing quick mental snippets, as opposed to click-open-newnote-type-click-exit, but maybe that's just me being old-fashioned.

To my mind, students could best use it for gathering research for papers, or planning summer getaways – or any other task that invariably winds up with 20 tabs lining the top of your screen that you don't want to close but don't have time to look at them all now.

Now granted, I haven't been using it for long (about a week) and I'm still learning my way around. But judging from the amount of digital review site authors who claim to be using it every day, and a four-star rating from tech-media website CNET, I'm looking forward to giving it a go.

The CUOL Movember Challenge!

The CUOL Movember Challenge was a raging success. Here's a recap of the final celebrations.



The winning classes, NEUR/PSYC 2200 and PHIL 3010 have the bragging rights, AND their instructors had their head shaved. In a gesture of solidarity, the Director of CUOL, Patrick Lyons, put his hair on the line.

Ten participating instructors raised nearly \$3000.00 for the CUOL Movember Challenge! The two winning classes were NEUR/PSYC 2200 with the highest amount raised \$870 (\$3.43 per student) and PHIL 3010 with the highest amount raised per-capita \$515 (\$9.20 per student). The Director of CUOL also participated by graciously having his head shaven in sympathy :-)

The celebration was held on Monday, where Holahan and CUOL director Patrick Lyons had their heads shaved upon a raised black platform before an entourage of whooping and clapping students. Everyone crowded towards the front to get a better shot with their cell phone cameras as Holahan and Lyons tossed out one-liners: "You know, I was born with a full head of hair. This is 38 years, just gone," Lyons said.

By the end, a more aerodynamic and smooth-headed Lyons thanked the group and began handing out door prizes to names picked from a draw. Emily Bossio and Taryn Paehr were the lucky winners of a pair of tickets each to the Ottawa Senators hockey game that night, complete with buffet dinner. And a senators cap signed by senators' forward Nick Filigno will be sent to Michelle Erridge, one of CUOL's distance student.

"I can feel the wind blowing through it," Holahan said as he took his first short stroll after getting his head shaved. He had been slightly less balded than Lyons, but he'd also kept the admirable handlebar moustache that

drooped down over the sides of his mouth – he'd promised his kids they could have their way with it.

Holahan was informed of both his victory, and the fact that he would be getting his head shaved, merely four days before the shaving event in the Unicenter Galleria. He'd been under the impression that someone else had won. But his shock at hearing the news was nothing compared to what people must feel when they're told they have cancer, he said.

Holahan insists it wasn't him that won; it was his students – some of whom raised extra funds on the side to help bolster Holahan's tally. Still, at the end of the day, all the beneficiaries of movember donations are presumably the real winners.

Congratulations to all competing professors and classes – the CUOL Movember Challenge raised \$2,932!

- Matthew Holahan - PSYC/NEUR 2200*
- Gordon Davis - PHIL 3010*
- Susan Braedley - SOWK 1000*
- Pam Wolff - ISCI 2000*
- Christopher Motz - PSYC 1001; 2600*
- Zeba Crook - RELI 1710*
- Nandini Sarma - FINS 2105*
- Robert Burk - CHEM 1001/1002*
- Vincent Kazmierski - LAWS 2908*
- John Hale - LAWS 3307*

Final Exam Schedules

LOCAL EXAMS (Carleton Campus)		TORONTO (Seneca College) For Distance students only!		HAMILTON (Academy of Learning) For Distance Students only!	
COURSE	FINAL EXAM DATES/LOCATIONS	COURSE	FINAL EXAM DATES/TIMES	COURSE	FINAL EXAM DATES/TIMES
BIOL 1010 T	Wed., Dec. 14 19:00	BIOL 1010 T	Wed., Dec. 14 18:00	BIOL 1010 T	Wed., Dec. 14 13:00
BIOL 1902 T	Mon., Dec. 12 14:00	BIOL 1902 T	Mon., Dec. 12 18:00	BIOL 1902 T	Mon., Dec. 12 13:00
BUSI 1003 T	Fri., Dec 16 14:00	BUSI 1003 T	Fri., Dec 16 18:00	BUSI 1003 T	Fri., Dec 16 9:00
BUSI 1402 T	Mon., Dec. 19 9:00	BUSI 1402 T	Mon., Dec. 19 18:00	BUSI 1402 T	Mon., Dec. 19 9:00
CHEM 1001 T	Thurs., Dec. 15 19:00	CHEM 1001 T	Thurs., Dec. 15 17:00	CHEM 1001 T	Thurs., Dec. 15 13:00
CHEM 1003 T	Mon., Dec. 19 19:00	CHEM 1003 T	Mon., Dec. 19 18:00	CHEM 1003 T	Mon., Dec. 19 13:00
ECON 1000 V/1001 T	Tues., Dec. 20 9:00	ECON 1000 V/1001 T	Tues., Dec. 20 17:00	ECON 1000 V/1001 T	Tues., Dec. 20 9:00
ERTH 1006 T	Mon., Dec. 19 14:00	ERTH 1006 T	Mon., Dec. 19 18:00	ERTH 1006 T	Mon., Dec. 19 13:00
ERTH 1010 T	Mon., Dec. 19 14:00	ERTH 1010 T	Mon., Dec. 19 18:00	ERTH 1010 T	Mon., Dec. 19 13:00
ERTH 2401 T	Thurs., Dec. 15 9:00	ERTH 2401 T	Thurs., Dec. 15 17:00	ERTH 2401 T	Thurs., Dec. 15 9:00
FINS 2105 T	Tues., Dec. 13 19 :00	FINS 2105 T	Tues., Dec. 13 17 :00	FINS 2105 T	Tues., Dec. 13 13 :00
GEOG 2200 T	Fri., Dec. 16 14:00	GEOG 2200 T	Fri., Dec. 16 18:00	GEOG 2200 T	Fri., Dec. 16 12:00
ISCI 1001 T	Thurs., Dec. 15 14:00	ISCI 1001 T	Thurs., Dec. 15 17:00	ISCI 1001 T	Thurs., Dec. 15 13:00
ISCI 2000 T	Mon., Dec. 19 9:00	ISCI 2000 T	Mon., Dec. 19 18:00	ISCI 2000 T	Mon., Dec. 19 9:00
LAWS 1000 V	Wed., Dec. 14 14:00	LAWS 1000 V	Wed., Dec. 14 18:00	LAWS 1000 V	Wed., Dec. 14 13:00
LAWS 2301 T	Tues., Dec. 13 9:00	LAWS 2301 T	Tues., Dec. 13 17:00	LAWS 2301 T	Tues., Dec. 13 9:00
LAWS 2501 T	Wed., Dec. 21 19:00	LAWS 2501 T	Wed., Dec. 21 18:00	LAWS 2501 T	Wed., Dec. 21 13:00
LAWS 3306 T	Fri., Dec. 9 19:00	LAWS 3306 T	Fri., Dec. 9 18:00	LAWS 3306 T	Fri., Dec. 9 12:00
LAWS 3307 T	Tues., Dec. 13 19:00	LAWS 3307 T	Tues., Dec. 13 17:00	LAWS 3307 T	Tues., Dec. 13 13:00
NEUR 2001 T	Wed., Dec. 14 9:00	NEUR 2001 T	Wed., Dec. 14 18:00	NEUR 2001 T	Wed., Dec. 14 9:00
NEUR 2200 T	Fri., Dec. 9 14:00	NEUR 2200 T	Fri., Dec. 9 18:00	NEUR 2200 T	Fri., Dec. 9 9:00
PHYS 1901 T	Mon., Dec. 12 19 :00	PHYS 1901 T	Mon., Dec. 12 18 :00	PHYS 1901 T	Mon., Dec. 12 13 :00
PSCI 3207 T	Fri., Dec. 16 9 :00	PSCI 3207 T	Fri., Dec. 16 18 :00	PSCI 3207 T	Fri., Dec. 16 9 :00
PSYC 1001 T	Sat., Dec. 17 19 :00	PSYC 1001 T	Sat., Dec. 17 9 :00	PSYC 1001 T	Sat., Dec. 17 10 :00
PSYC 2001 T	Wed., Dec. 14 9:00	PSYC 2001 T	Wed., Dec. 14 18:00	PSYC 2001 T	Wed., Dec. 14 9:00
PSYC 2200 T	Fri., Dec. 9 14:00	PSYC 2200 T	Fri., Dec. 9 18:00	PSYC 2200 T	Fri., Dec. 9 9:00
PSYC 2400 T	Wed., Dec. 21 14 :00	PSYC 2400 T	Wed., Dec. 21 18 :00	PSYC 2400 T	Wed., Dec. 21 9 :00
PSYC 2600 T	Thurs., Dec. 8 14:00	PSYC 2600 T	Thurs., Dec. 8 17:00	PSYC 2600 T	Thurs., Dec. 8 9:00
PSYC 2700 T	Mon., Dec. 19 9:00	PSYC 2700 T	Mon., Dec. 19 18:00	PSYC 2700 T	Mon., Dec. 19 9:00
PSYC 3402 T	Fri., Dec. 16 19 :00	PSYC 3402 T	Fri., Dec. 16 18 :00	PSYC 3402 T	Fri., Dec. 16 12 :00
RELI 1710 T	Mon., Dec. 12 9 :00	RELI 1710 T	Mon., Dec. 12 18 :00	RELI 1710 T	Mon., Dec. 12 9 :00
SOWK 1000 V	Thurs., Dec. 8 19 :00	SOWK 1000 V	Thurs., Dec. 8 17 :00	SOWK 1000 V	Thurs., Dec. 8 13 :00
TSES 3001 T	Fri., Dec. 9 19 :00	TSES 3001 T	Fri., Dec. 9 18 :00	TSES 3001 T	Fri., Dec. 9 12 :00