The transition from high school to college can be challenging but Eduardo and Marie had different ways of completing the transition. The significant differences between Eduardo and Marie would be Eduardo going to a public school, being able to be flexible with his work, and spending less time on his papers. Then, Marie going to a private school, studying by using her memorization skills, and her spending time on work with formulas she learned in high school.

 Starting with Eduardo, he had gone to a public school so with already hearing that people would assume that he would not get all the resources he needed to do well in college. That wasn’t the case. Even though Eduardo didn’t get good grades in high school, he still was willing to learn the information because he wanted to and thought it was ‘fun’. Also, the school he attended “sent a low percentage of students to college” (Hjortshoj, 3). Then moving onto Marie, who went to a private school which has thought to teach her everything she needed to know about going to college. In high school she took AP (Advanced Placement) courses and exceeded with those. With her taking those classes she thought she would be prepared enough to go into college with all the knowledge she needed. So, with Eduardo going to public school and Marie going to a private school, it seemed like Marie would be ready for college, and Eduardo wouldn’t do so well.

 Secondly, Eduardo goes to college and learns how to get things done by managing his time. His study habits are good, and he claims being able to be “flexible and alert, along with having a strong sense of opportunity and enjoyment in learning” (Hjortshoj, 4). Eduardo liked to give his teachers what they expect of him and he liked to get the work done in a timely manner, which made him get good grades and exceed in school. We then have Marie who tried to study by memorizing everything the teachers said and trying to memorize her notes. She seemed to do what she did in high school by trying to memorize everything, but when she got to college the classes and teachers all taught differently. For example, Marie’s “physics course had covered too much information for her to remember” (Hjortshoj, 5). Basically, in the end she couldn’t remember every little thing that was needed for the exams. She didn’t know how much work would even be given in college; it seemed like she thought it would be the same amount as her high school classes. With this being said Eduardo’s way of being flexible seemed to work out better than Marie trying to memorize everything.

 Lastly, Eduardo was doing well in college but not spending that much time on his papers for some of his classes. The professor said he made the papers “thoughtful and interesting to read” (Hjortshoj, 4), but at the same time he wasn’t really taking a lot of time making the papers and criticizing everything he did. Also, with making his papers, he would do exactly what the teacher wanted, by finding out their expectations, which made it better for him to do well in his classes. As for Marie, she spent a lot of time on her work trying to use all the strategies she learned from high school. When she got to college, she soon found out that those strategies didn’t always work for everything. Marie “seemed to run on automatic pilot … work hard and you will do well” (Hjortshoj, 5). That doesn’t always work when there are multiple things to ‘work hard’ for. As we see in this case Eduardo learned how to do his work and make his teachers happy while on the other hand Marie was a bit confused on what strategy worked for her.

 The transition from high school to college was challenging for both Eduardo and Marie. Eduardo going to a public school, being able to be flexible with his work, and spending less time on his papers. Rather than Marie going to a private school, studying by using her memorization skills, and her spending time on work with formulas she learned in high school. They both seemed to approach the college transition differently.