STUDY STRATEGIES

Directions: Check () if you tried strategy and circle how helpful you found it. Note courses for which you use the strategy.

I. Time Management

A. Use daily "To Do" Lists.
   1. Prioritize. Do "high priority" items. __________
   2. Be specific with study tasks. __________
   3. Set realistic goals. __________
   4. Cross off completed tasks. __________

B. Keep a Present Work and Recreation Schedule.
   1. Keep track of what you do for one week. __________
   2. Outline blocks of class time. __________
   3. Be specific with study times. __________
   4. Be specific with free time. __________
   5. Evaluate schedule.
      - Add up study times for each subject. __________
      - Block off times you could have used for study. __________
      - Check balance in schedule. __________
   6. Set up proposed schedule.
      - Set aside regular study hours. __________
      - Plan at least one hour blocks of study time. __________
      - Reward yourself for study efforts. __________
      - Schedule study periods before and after class. __________
      - Work on difficult subjects when you are alert. __________
      - Keep schedule flexible. You may need to revise it. __________

C. Use a calendar for long-range planning.
   1. Put all exams and quizzes on calendar. __________
   2. Include deadlines for papers. __________
3. Include social functions, meetings, etc.  
4. Use the "Swiss Cheese Method" to organize reviews.  
   - List specific tasks to complete (on back to calendar).  
   - Put these tasks on calendar.  
   - Alternate subjects.

II. Textbook Reading (SO3R).  

   A. Survey.  
      1. Read title, introduction.  
      2. Read headings, subheadings. Think about relationships.  
      3. Read first sentences of paragraphs.  
      4. Read italicized words.  
      5. Look at pictures, charts, graphs.  
      6. Read summary.  
      7. Read end-of-chapter questions.  

   B. Question.  
      1. Use headings and subheadings to make up questions.  
         - A large section may require more than one question  
         - Give yourself the license to change your question if you think of a better one.  
      2. If there are no headings, use topic sentences of paragraphs to formulate questions.

   C. Read to answer your questions. Do not underline.  
      Yet.

   D. Recite.  
      1. Test yourself on the material  
      2. Answer the questions of review main ideas in Sections.
E. Review.

1. Put it all together.
2. Try to recall main ideas or answers to questions.
3. Reread sections if necessary.
4. Underline or highlight important points and support.

III. Notetaking

A. Before the lecture.

1. Read text material for background or preview material.
2. Check course outline.
3. Know terminology.
4. Use outside materials for support.
5. Review previous notes.
6. Discuss material with others.

B. During the lecture.

1. Sit near instructor.
2. Listen attentively.
3. Record notes as follows:
   - Date - top of page.
   - Topic - top of page.
   - Write certain items exactly - quotes, definitions, formulas.
   - Use own words.
   - Be selective. Use key words and phrases.
   - Use abbreviations.
   - Include examples.
   - Organize notes - indentation and spacing.

C. After the lecture.

1. Edit notes - within 24 hours after class.
   - Make corrections.
   - Fill in gaps - details, examples, etc.
   - Add cue words or phrases.
Predict test questions from main points.
Summarize lecture in a sentence or two.
- Make up cards, summary sheets.
2. Recite from notes, using cue phrases.
3. Coordinate notes with text.

IV. Other study Suggestions

A. Use cue cards (3" X 5" or 4" X 6")
1. Put part of information on front of card.
2. Put remainder of information on back.
3. Use for definitions, dates, vocabulary, formulas.
4. Can divide packs according to those you know/don't know.
5. Can use cards effectively in short blocks of time.

B. Use the "summary Sheet System." Condense the Material.
1. Use for material that is interrelated or connected/that needs to be learned as a whole.
   - Theories/principles
   - causes/effects
   - Pros and cons
   - Summaries
   - Groups of related facts.
2. Select information to be learned.
3. Outline information. Group important points which relate to each topic
4. Test yourself on material. Use recall cues-marginal phrases or headings in outline.
   recite information.

C. Study with someone.
1. Review material first (text, notes, cards, summary sheets).
2. Predict test questions.
   - Notes - main ideas, support, lists,
G. Organize material into meaningful sections.

1. Use techniques for effective memorization.
2. Know the big picture - major ideas.
3. Fit details into framework.
4. Predict multiple-choice questions and answer them.

3. Recite. Test yourself repeatedly on the effective memorization.

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F. Check for patterns of errors.

1. Do many problems.
2. Predicting test questions for essay exams, set up mini-outlines for answering questions.
3. Key word system is helpful.
4. Practice like you will be tested.

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E. Review old exams, quizzes.

1. Clarify questions, gaps, problems.
2. Focus on what is important.
3. Study guides, end-of-chapter questions.
4. Fill in gaps for each other.

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D. Get tutoring.

1. Clues from past quizzes, exams.
2. Test each other.
3. Clues from other students.
4. Fill in gaps for each other.