

## STUDY STRATEGIES

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

	<u>Time Management.</u>	HELPFUL?	
I.	A. <u>Use daily "To Do" Lists.</u>	Yes	No
	1. Prioritize. Do "high priority" items.	___	___
	2. Be specific with study tasks.	___	___
	3. Set realistic goals.	___	___
	4. Cross off completed tasks.	___	___
___	B. <u>Keep a Present Work and Recreation Schedule.</u>	Yes	No
	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. <u>Use a calendar for long-range planning.</u>	Yes	No
	1. Put all exams and quizzes on calendar.	___	___
	2. Include deadlines for papers.	___	___

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|----|--|-----|-----|
| 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 (SQ3R). HELPFUL?

\_\_\_ A. Survey. Yes No

- |    |  |     |     |
|----|--|-----|-----|
| 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. Yes No

- |    |   |     |     |
|----|---|-----|-----|
| 1. | Use headings and subheadings to make up questions.                                  | ___ | ___ |
|    | - Use newspaper questions: Who? What? Where? When? Why? How? How much?              | ___ | ___ |
|    | - 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. Yes No

\_\_\_ D. Recite. Yes No

- |    |  |     |     |
|----|--|-----|-----|
| 1. | Test yourself on the material                          | ___ | ___ |
| 2. | Answer the questions of review main ideas in Sections. | ___ | ___ |

<u>    </u>	E. <u>Review.</u>	Yes	No
	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 HELPFUL?

<u>    </u>	A. <u>Before the lecture.</u>	Yes	No
	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.	—	—

<u>    </u>	B. <u>During the lecture.</u>	Yes	No
	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.	—	—

<u>    </u>	C. <u>After the lecture.</u>	Yes	No
	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

HELPFUL?

\_\_\_ A. Use cue cards (3" X 5" or 4" X 6") Yes No

- |    |   |     |     |
|----|---|-----|-----|
| 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. Yes No

- |    |  |     |     |
|----|--|-----|-----|
| 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. Yes No

- |    |   |     |     |
|----|---|-----|-----|
| 1. | Review material first (text, notes, cards, summary sheets). | ___ | ___ |
| 2. | Predict test questions.                                     | ___ | ___ |
|    | - Notes - main ideas, support, lists,                       |     |     |

	definitions, examples.	___	___
	- Text - headings, subheadings, summaries, end-of-chapter questions.	___	___
	- Clues from instructor/T.A.	___	___
	- Clues from past quizzes, exams.	___	___
	- Clues from other students.	___	___
	- Study guides.	___	___
	3. Test each other.	___	___
	4. Fill in gaps for each other.	___	___
___	<u>D. Get tutoring.</u>	Yes	No
	1. Clarify questions, gaps, problems.	___	___
	2. Focus on what is important	___	___
___	<u>E. Review old exams, quizzes.</u>	Yes	No
	1. Check Strengths	___	___
	2. Check for patterns of errors.	___	___
	3. Analyze kinds of questions on test - broad, detailed, etc.	___	___
___	<u>F. Put yourself in a testing situation. Practice like you will be tested.</u>	Yes	No
	1. Go over each type of problem.	___	___
	2. Do many problems.	___	___
	3. After predicting test questions for essay exam, set up mini-outlines for answering questions. Key word system is helpful. Organization in the key.	___	___
	4. Predict multiple-choice questions and answer them.	___	___
___	<u>G. Use techniques for effective memorization.</u>	Yes	No
	1. Organize material into meaningful sections or categories.	___	___
	- Know the big picture - major ideas.	___	___
	- Fit details into framework.	___	___
	2. Intend to remember. Attitude is crucial to effective memorization.	___	___
	3. Recite. Test yourself repeatedly on the	___	___