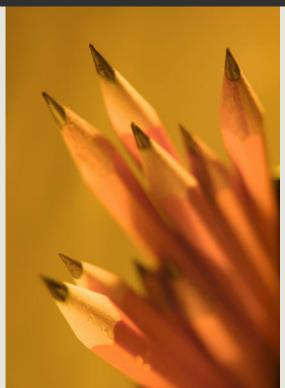
Study Skills: Tips to Help Students Succeed

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Excuses & Distractions

- Important for students to get rid of them: cell phone, laptop (unless being used for homework purposes, ONLY), iPad, TV, etc
- Can't escape them?
- Then download the application LetMeWork at http://img.labnol.org/files/18257/letmework.zip, This will temporarily block these sites and help you study better. Double-click it to instantly block some of the distracting sites on your computer. When you are done with your work, double-click the same file again to unblock access to all the sites as before.
- Choose a quiet space that is clear of clutter. Preferably use the same space everyday, and at the same time. Use that space only for homework and study time.
- Bring books home.
- Ensure that students have all the resources that they need before you begin: books, pens/pencil, binder, agenda
- ORGANIZATION is key

Help Students Make a Plan of Action

- Put all tests and assignments on a calendar or agenda.
- Schedule study time.
- Break big tasks into smaller tasks.
- Organize notes.
- Make a specific plan for next study time.
- -Where?
- -Date & time?
- -Goals?
- -Motivation?

The more specific, the more likely students will stick with their plan

Homework Tips- Study Reading

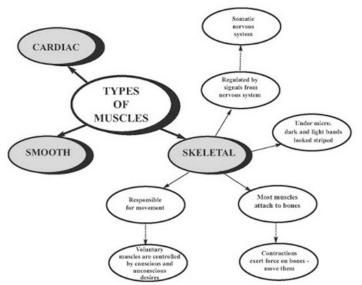
- BEFORE reading:
- Know exactly what the reading assignment is and when it is due.
- 2) Gather all materials to complete assignment.
- If there are any questions that go with the assignment, look them over before beginning

- DURING reading:
- 1) Use index, glossary, and special sections.
- 2) Preview each page before reading to get a general idea.
- 3) Read titles & headings & make note of BOLD words
- 4) Take notes of important information

- AFTER reading:
- 1) Re-read difficult material.
- 2) Summarize difficult material out loud; make note cards to study later
- 3) Keep a list of things that are confusing to ask teacher the following day.

Strategies for Study Reading

Description Reading: Focuses on sensory details to give a clear picture of topic discussed. When a section of reading follows the description pattern, use mapping to help take notes.

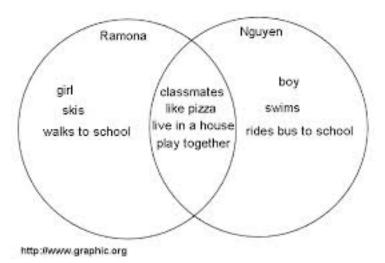


Chronological Order: When a selection relates information in chronological order, use time line to help take notes. The Causes of World War II

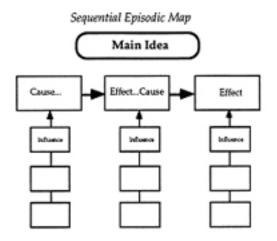
THE EVENTS	THAT LE	D TO WAR
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March 1936	Germany sends troops into the <u>Rhineland</u> (area on the French-German border) going against the treaty of Versailles. Britain and France do nothing.
March 1938	Germany joins with <u>Austria</u> , again against the treaty of Versailles. Britain and France do nothing.
September 1938	Hitler puts pressure on Czechoslovakia. Britain and France finally decide to get involved. A deal is made at <u>Munich</u> . • Hitler agrees not to take over any more land • Britain & France agree that Germany may take over part of Czechoslovakia
March 1939	Hitler ignores the deal he made at Munich, and takes over the rest of Czechoslovakia. Britain & France humiliated.
August 1939	To avoid the possibility of a war on two fronts, Hitler makes a nonaggression pact with the Soviet Union. The <u>Nazi-Soviet Pact</u> .
September 1st 1939	Germany invades Poland
September 3rd 1939	Britain and France declare war on Germany
April 1940	German troops invade Denmark and Norway
May 1940	Germany invades the Netherlands and France. German blitzkrieg (lightning-war) has enormous success. France taken over in 6 weeks!

Compare/Contrast: A type of reading that introduces two or more topics, and tells how they are different. A Venn Diagram is helpful to organize this type of reading.

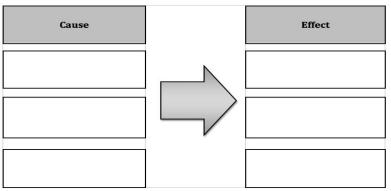


Main Idea/Supporting Details: This pattern begins with one main idea and goes on to give details that explain the main idea. A table organizer will keep notes in order.

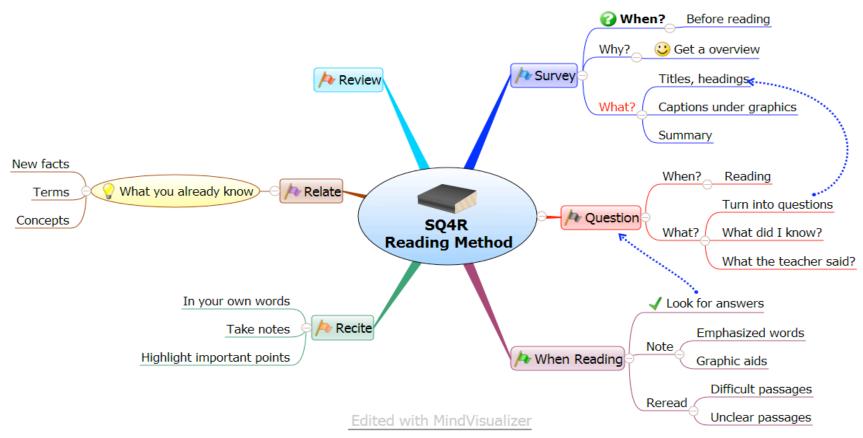


□ Cause & Effect: The cause and effect pattern shows the relationships between two or more events. When a reading section features cause & effect relationships, use an organizer chart.

Graphic Organizer: Cause and Effect



SQ4R-Offer this concept to students who are having difficulty with reading comprehension



SQ4R Explained

- What is SQ4R?
- -SQ4R is a study strategy that engages the reader during each phase of the reading process.
- -Readers preview/<u>SURVEY (S)</u> the text material to develop predictions and set the purpose for the reading by generating <u>QUESTIONS (Q)</u> about the topic.
- -They <u>READ (1R)</u> actively, searching for answers to those questions.
- -They monitor their comprehension as they summarize <u>RELATE (2R)</u> & <u>RECITE (3R)</u>.
- -They evaluate their comprehension through <u>REVIEW (4R)</u> activities.

Note Taking Skills

- Be prepared
- -Do assigned reading before class
- -Have separate notebook for each class
- -Label and date notes

- Be attentive
- -Write notes neatly
- -Begin notes immediately
- -Use your own words

- Be concise
- -Summarize main ideas
- -Condense info
- -Use abbreviations, acronyms, & symbols

- Be organized
- -Write title or heading for each new topic covered
- -Skip lines
- -Highlight, label, or create charts/graphs for specific, important information

Test Preparation Tips

- Eat & Sleep well the night before.
- No CRAMMING!!!

Short periods of studying are more beneficial than one

long period.

CREATE

- □ Flashcards: Technical terms, definitions, or learning a foreign language.
- Charts & timelines: Historical events.
- Flow Charts: Helpful when trying to memorize a process Ex: meiosis & mitosis/ how the human digestive system works.
- Outlines: good for breaking information into smaller pieces.
- Mnemonic Devices: Translate information into a form that your brain can more easily retain. Ex: ROY G BV.

General Study Tips

- Begin flashcards the day of lecture and constantly study, even if an exam is not approaching.
- Study in groups.
- Download flashcard apps on phone (since students are always on them anyways).
- Repetition: Practice makes perfect!
- Help students to increase their confidence & to be more open minded about all their classes

Test Day Strategies

- Read ALL directions before beginning test.
- Read test ALL the way through before starting-some clues may be given on other parts of the test.
- Be aware of time.
- Tell students to answer questions first that they are completely sure are correct first.
- Look over answers before turning in test.
- Do not automatically blame teacher for a poor grade.

Test Tips by Type

- True/False:
- 1) Watch out for sentences with extreme adjectives such as "all" "many" "none" – These are usually not correct.
- Multiple Choice:
- 1)Answer all questions you are sure of first.
- 2) Do not take too much time on one question.
- 3) Eliminate the obvious incorrect answers.
- 4) Never change a multiple choice answer unless you are POSITIVE that the first answer was incorrect.

Continued...

- Short answer/fill in:
- 1) Do not leave an answer blank- partial credit?
- 2) If you do not know an answer, leave it and come back. Maybe you will find hints on other questions.
- 3) Underline key words.
- Matching:
- 1) Read both sides completely before answering.
- 2) Use one list as the starting point and go through the second list to find the match.
- 3) Cross off absolute matches.

Learning Styles Assessment



Learning Styles Test

Unlock Your Learning Potential!

This test is to find out something about your preferred learning method. Research on the left/right brain differences and also on learning personality differences suggest that each person has a preferred way to receive and communicate information. Choose the answer that best explains your preference and mark the letter (V, R, A, or K). If only a single answer does not match your perception, please indicate the second or third choices.

1. You are about to give directions to a person. She is staying in a hotel in town and wants to visit your house. She has a rental car. Would you:

V. draw a map on paper?

R. write down the directions (without a map?

A. tell her the directions?

K. collect her from the hotel in your car?

2. You are staying in a hotel and have a rental car. You would like to visit a friend whose address/location you do not know. Would you like them to:

V. draw you a map?

R. write down the directions (without a map)?

A. tell you directions?

K. collect you from the hotel in their car?

3. You have just received a copy of your intinerary for a world trip. This is of interest to your friend. Would you:

A. call her immediately and tell her about it?

R. Send her a copy of the printed intinerary?

Visual Learner

In class:

- -underline
- -use different colors
- -use symbols, charts,& arrangements on a page

When Studying:

- -use "in class"method
- -reconstruct images in different ways
- -redraw pages from memory
- -replace words with symbols & initials

During Exams:

- -recall the pictures of the pages
- -draw, use diagrams where appropriate
- -practice turning visuals back into

words

Aural Learner

In class:

- -attend lectures, tutorials, and study sessions
- -discuss topics with students
- -explain new ideas to people
- -use a tape recorder (if the teacher allows)
- -describe overheads, pictures, & visuals to somebody who was not there (ex- student who missed class, parents, grandparents, siblings) -leave space in notes

for later recall

When Studying:

- -understand you may take poor notes because you prefer to listen
- -expand your notes
- -put summarized notes on tape and listen (ex-when driving in car)
- -read summarized notes out load
- -explain notes to another Aural learning person

During Exams:

- -listen to your voices and write them down
- -speak your answers
- -practice writing answers to old exam
- questions

Reading/Writing Learner

In class:

- -use lists & headings
- -use dictionary & definitions
- -use handouts & textbooks
- -read
- -use lecture notes

When Studying:

- -write out the words again and again
- -reread notes silently
- -rewrite ideas into other words
- -organize diagrams into statements

During Exams:

- -practice with multiple choice questions
- -write out lists
- -write paragraphs, beginnings, &
- endings

Kinesthetic Learner

In class:

- -use all your senses
- -go to lab & take
 field trips
- -use trial & errors methods
- -listen to real life examples
- -use hands-on approach

When Studying:

- -understand youmay take notespoorly due to topicsnot seeming relevant
- -put examples in note summaries
- -use pictures &
- photos to illustrate
- -talk about notes with another
- Kinesthetic Learner

During Exams:

- -write practice
- answers
- -act out the exam
- situation

Resources

- www.howtostudy.org
- www.how-to-study.com
- http://www.keene.edu/aspire/sskills.cfm

Evaluation



References:

- https://casc.byu.edu/testtaking-strategies#4
- http://www.fastol.com/~renkwitz/sq4r_study_method.htm
- http://www.wright.edu/~carole.endres/learnstyles.htm