

## Study Skills Overview

Time management and organizational skills are better predictors of college success than \_\_\_\_\_

Give yourself a grade on your time management skills \_\_\_\_\_

List 2 things that were mentioned that could improve time management skills

- 1.
- 2.

Do you have a systematic strategy for reading textbooks?

Two tools that could be used to help improve textbook reading and note taking are:

- 1.
- 2.

Draw a picture of the three stages of memory

What's one strategy talked about today that you could add to your tool kit to help things "stick" in your brain?

On a scale of 1 to 5 (with one being low), rate your ability to stay calm when you take a test \_\_\_\_\_

Write down one strategy that you'd be willing to try to help you self-regulate if you were feeling nervous about taking a test

# Organization/Time Management

## Organization

- Find some sort of calendar system, paper or online, and commit to using it. If needed, find support in Project Success, Disability Services, or Tutoring to help you set it up and be accountable.
- Create a filing system that works for you:
  - A separate folder/notebook system for each course, color coded, is most recommended
  - An accordion file where you can file everything in one place
  - A binder with clearly marked sections for each class, work that's due/work that's returned
- Do a once a week dump of your backpack to "clean house" and start over. Ask an organized friend for assistance if needed.
- Keep a pencil bag in your backpack full of often needed supplies like pencils, pens, highlighters, sticky notes, a small stapler, index cards, erasers, a USB drive. Keep it all together in one pouch so you always have the study tools you need at your fingertips.
- Keep track of your grades in the front cover of your notebook or folder for each class so you know where you stand.
- Transfer all important dates for ALL classes onto one calendar at the beginning of the semester so you don't have to always search for each syllabus/schedule.
- Save and label one side of your folder "Keep or Returned" and the other side "Hand In." Religiously file papers in one pocket or the other as soon as you get them.
- Save your work to the cloud via an app like Dropbox so you can't lose your work or forget it.
- Create a "launch pad" at home where you have everything you need by the front door (keys, backpack, jacket, ID, etc...). Maybe use some sort of basket that you can easily throw things in.
- Get a white board to hang in your room or entryway. Write important "to dos" any time you think of them so they are constantly visible.
- Consolidate your passwords and record them either in an app (LastPass or LogMeOnce), or on paper (unsafe, but efficient – saves time searching around or figuring out).
- Carry a small notepad or use the notes app on your phone to jot down quick reminders. This will remove things from your working and short-term memory and leave space for other important information.

## Time Management

- Track how long tasks take you – i.e. how long does it take me to read 5 pages, write a couple paragraphs, do 10 math problems. Plan your study schedule based on your findings.
- Find out where your “time thieves” are. Use an app like RescueTime to track how much time you spend on certain apps/sites. Adjust accordingly. This app can block or limit time on sites that suck away your time.
- Use an app like Evernote to remind yourself of due dates, appointments, etc...
- Make your time and deadlines visual – put them on calendars
  - Use different colors for class, work, study, social
  - Use different colors to mark importance or nearness to due date
  - “Plan time to plan” - Pick one day a week and a short amount of time to plan the upcoming week, each week
- Just start a task, do something, even a little bit. Write a thesis statement, do one math problem, look up just a few vocabulary words, read 2 pages of a chapter, etc...Once you start you tend to get more done than you might imagine.
- Use tiny spaces of down time to get things done – always having a to do list that you can refer to so you use time well – 10-15 minutes? Find research materials, write one paragraph or an outline, file all things in your backpack, make a few flashcards, review your flashcards, meet with an instructor, etc...
- Put your phone in airplane mode to block incoming distracting messages
- Disable WiFi while you study.
- Move away from screens while you study.
- Check messages, etc... before you begin study.
- Use the Pomodoro Method – study in small blocks, take a 5 minute break, then get back at it for another block. This method is supposed to help keep you focused and fresh.

FIGURE 3.7 Fixed Commitment Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:00 A.M.							
6:00 A.M.							
7:00 A.M.							
8:00 A.M.							
9:00 A.M.							
10:00 A.M.							
11:00 A.M.							
12:00 P.M.							
1:00 P.M.							
2:00 P.M.							
3:00 P.M.							
4:00 P.M.							
5:00 P.M.							
6:00 P.M.							
7:00 P.M.							
8:00 P.M.							
9:00 P.M.							
10:00 P.M.							
11:00 P.M.							
12:00 A.M.							
1:00 A.M.							
2:00 A.M.							
3:00 A.M.							
4:00 A.M.							
Hours Available for Study _____				Hours Needed for Study _____			

# THINGS to do this WEEK of

MONDAY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TUESDAY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WEDNESDAY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
THURSDAY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRIDAY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SATURDAY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUNDAY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





# Textbook Reading Strategies

## Preview the Chapter

- Thumb through the pages and ask yourself what you already know about this topic
- Are there key terms or big, guiding questions at the beginning of the chapter?
- How will looking at, or noting the terms help you understand the chapter better?
- Are there questions throughout the chapter that will help guide your reading?
- Are key words defined in margin boxes in the chapter or at the end?
- Is there a chapter summary at the end?

## Decide Your Purpose for Reading

### **Does the instructor cover all the important information in class via Power Points?**

- Skim chapter objectives
- Get familiar with key terms
- Review the “big ideas”
- Read the chapter summary
- Jot down big ideas

### **Do you need to discuss information in class or write something in a discussion board?**

- All of the above, plus:
  - Turn *big headings* into questions, write notes and answer in your own words
  - Jot short definitions of key words you don't already know

### **Class Power Points are only an outline and/or test material comes from the book as well as lecture**

- All of the above, plus:
  - Turn *all headings* in to questions and answer in your own words
  - Make sure your notes are answering the big, guiding questions at the beginning of the chapter
  - Stop at comprehension check questions throughout the text and at the end to make sure your notes are good enough to answer the questions

## Pick a Note Taking Strategy

### **Turn Headings Into Questions:**

- Use the words “why,” “what,” or “how” in front of headings or sub-headings to turn them into questions
- Read to find your answer
- Write your answer in your own words
- Note key vocab words along the way
- If you can't answer your question, make a note and ask someone else

### **Use the RAP strategy:**

- Read a chunk of text (a paragraph, a section – whatever you can manage)
- Ask yourself, “What was that about?”
- Paraphrase an answer by taking a note in your own words

### **Cornell Note Style – see [handout](#)**

### **Glean App– Capture and Annotate**

## General Textbook Reading Tips

- Review different styles of note taking that might work well for you
  - <https://medium.com/goodnotes.com/the-best-note-taking-methods-for-college-students-451f412e264e>
  - <https://collegeinfo geek.com/how-to-take-notes-in-college/>
- Break a large amount of reading into smaller chunks
- Stop and ask yourself along the way if you are understanding what you're reading
- If you can't put a term or concept in your own words, you don't understand it. Look up the word, ask someone about the concept, watch a video to clarify, etc...
- If focus is a problem, do some exercise or physical activity before and during study time. Physical activity changes brain chemicals that affect focus/attention
- Listen to your texts if reading is slow and choppy – ask Tina or others for resources

## Ph.D Skimming

(adapted from Mooney & Cole, *Learning Outside the Lines*)

Purpose	Discuss a little or drop the name.	Discuss more, and not sound like a fool.	Discuss intelligently, outline a paper, mention in an exam.	Write about the book in a paper, an exam or serious discussion.
Time reading, and how spent	5 minutes on the way to class.	20 minutes over lunch.	1 hour late the night before class.	3 hours in the library over the weekend.
		<i>All of column 1 plus:</i>	<i>All of column 2 plus:</i>	<i>All of column 3 plus:</i>
Steps	<ul style="list-style-type: none"> <li>• Read the title.</li> <li>• Read chapter titles, or section titles within a chapter.</li> <li>• Summarize topic aloud in 1 sentence.</li> <li>• Remind yourself of the topic for this day's class.</li> <li>• Remind yourself of this week's topic.</li> <li>• Guess: Why was this book assigned?</li> </ul>	<ul style="list-style-type: none"> <li>• Read introduction (especially last 2 paragraphs) and conclusion (especially first 2 paragraphs) of chapters.</li> <li>• Identify the main point they have in common.</li> <li>• Highlight the main point and flag the page. This is the thesis.</li> <li>• Restate thesis in one sentence.</li> <li>• Read entire table of contents.</li> <li>• Guess: How do chapters develop the thesis?</li> </ul>	<ul style="list-style-type: none"> <li>• Read introduction (especially last 2 paragraphs) and conclusion (especially first 2 paragraphs) of each chapter.</li> <li>• Write questions &amp; comments in margins and a summary of each chapter's main point in one sentence.</li> <li>• Identify how these chapters develop the book's thesis.</li> <li>• Look at any charts or diagrams.</li> <li>• Guess what details support the thesis of each chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes about themes &amp; arguments as you read.</li> <li>• Read first 2 and last sentences of every paragraph.</li> <li>• Identify topic of each paragraph.</li> <li>• Answer: How does each paragraph support the chapter's thesis?</li> </ul>

# The 5 Rs of Notetaking

**Record:** During the lecture, write all meaningful information legibly.

**Reduce:** After the lecture, write a summary of the ideas and facts using key words as cue words.

**Recite:** Recite all the information in your own words without looking at our notes or the text.

**Reflect:** Think about your own opinions and ideas. Raise questions and record original ideas

**Review:** Before reading new material, take 10 minutes to review your older notes. Skim over the main ideas and details.

- Pauk, W. (1989). *How to Study in College* (4th Ed.). Boston, MA: Houghton Mifflin.

## Cornell Notes – 2-Column Notes

<b>Cornell Notes (2-Column Notes)</b>	Name: Class: Topic: Date:
<b>Main Idea</b>	<b>Details</b>
<b>Summary:</b>	



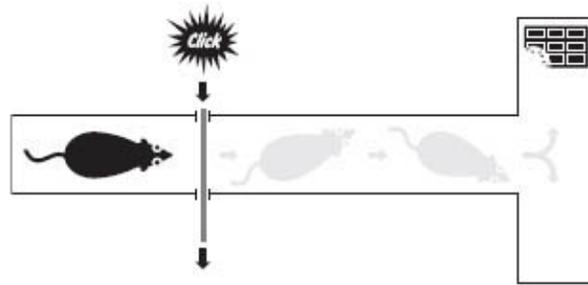
# Cornell/2-Column Note Worksheet

<b>Review/Integrate Notes and Ideas</b>	<b>Name:</b> <b>Class:</b> <b>Topic:</b> <b>Date:</b>
<b>Ask questions and clarify info</b>	
<b>Draw a visual of key concepts</b>	
<b>Notes</b>	
<b>Summary:</b>	

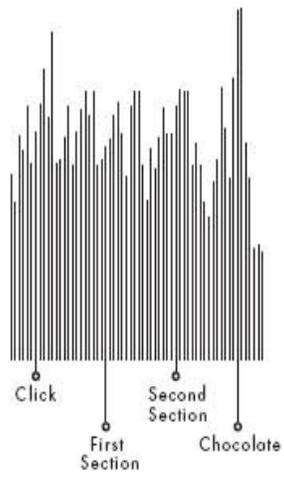
<b>Review/Integrate Notes and Ideas</b>	<b>Name: T. Hardy</b> <b>Class: Study Skills</b> <b>Topic: Cornell/2-Column Notes</b> <b>Date: 12/16/20</b>
<b>Ask questions and clarify info</b>	<ul style="list-style-type: none"> <li>• Review notes on the front. Do you have any questions? Do you not understand things? Write the questions here. Follow up with instructors, textbook reading, or classmates to get answers. This helps you understand what you know <i>and what you don't know</i></li> <li>• Create associations that will help you remember key terms better. Jot them down here. Associating words that sound alike, look alike, or are familiar helps with recall</li> </ul>
<b>Draw a visual of key concepts</b>	<ul style="list-style-type: none"> <li>• Creating pictures or graphs helps you engage different parts of your brain</li> <li>• The more unique/unusual your picture, the better for recall</li> <li>• Your brain can often recall pictures better than it can words, so it's helpful to use both if you want to recall information</li> </ul>
<b>Notes</b>  Use this area to jot down any additional associations, questions, or pictures you have, or use it for class reminders	
<b>Summary:</b> You can use this area to again summarize the work you've done above. Remember to keep it to 1-3 sentences.	

The Power of Habit  
Charles Duhigg

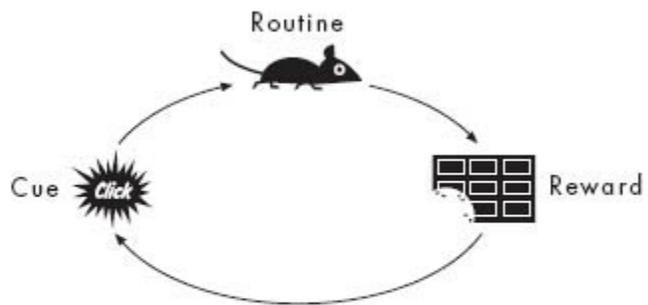
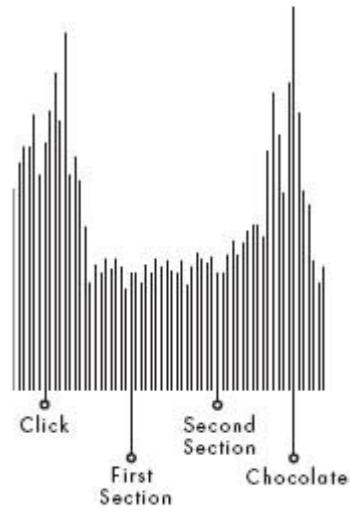
The Task:



The Initial Response:



### The Effects of Habit or Practice:



THE HABIT LOOP

## Test Preparation

- Create a **5-day study plan**. Use the attached blank 5-day plan form to fill in different daily activities you can do to prepare for your upcoming test. Examples could include – read the chapter and take notes, highlight key concepts in notes, make flashcards of key concepts, review flashcards, recite answers to flashcards/key questions, write and re-write key terms or concepts in your own words, practice writing answers to essay questions, do practice problems, create and do a practice test, answer questions at the end of a chapter, make formula cards and practice recalling them, etc...
- Find out as much about the test as you can from other students or the instructor. It doesn't hurt to ask about format or what you should focus on. Find out if the test is mostly from the book or notes or both. Figure out if the test is primarily recognition (T/F and Multiple Choice), recall (short answer or essay), process (knowing steps in a process), application (taking ideas you learn and applying them to novel problems), etc...
- Review past tests for patterns of errors. Look at them on your own or go over them with your instructor for greater insight.
- Rework your notes – highlight key concepts, summarize content, simply write them again, put like terms together.
- Instead of making typical flashcards with a concept on them, make question cards. Think about the material. On the front of a card put a question that you think will be asked. On the back write the answer. Have someone rehearse these with you.
- Work on integrating the information from the chapter and notes rather than memorizing isolated facts or details. Think of the bigger picture and how it all fits together.
- Create self-tests from the most relevant information. The task of simply isolating key information is good for review as well as the actual act of taking the test.
- Use mnemonics and visuals to chunk more information into your brain.
- Make a crib sheet or cheat sheet that you'd like to take into the exam (but of course you really wouldn't). The act of condensing key information will likely help you remember it without even needing the card.
- Study to the point where you can look away from your notes and write or say the answers. You don't know the information until you can do this.
- Recite your information to someone. Great quote – “The person who does the talking is the one who does the learning.” (Von Blerkom book, 289).
- Create a study sheet. Pick a key topic you know will be on the exam. Write a card full of key related information underneath this term (dates, key people, details, definitions, etc...)
- Put in small chunks of information over a series of days. Practice pulling the information up repeatedly, even if it's difficult. That's where learning occurs.
- Look away from what you're trying to recall; make sure you've got a “picture” of the information in the head you need to recall.
- For math tests, create **math study cards**. See handout for details.

## 5 - DAY STUDY PLAN

Remember to be flexible - adapt this plan accordingly - You might need only a 4-Day Plan for some exams but you may need a 7-Day Plan for others.

- **Space Learning**

- Count back from exam day 5 days
- If one or more of those days is very busy, add another day to give you 5 days
- Never leave out the day right before the exam

- **Divide the material**

- Divide material (include text, lecture notes and any other supplemental information) by major topic or by chapters
- Start with the oldest chapter or material first
- Stay flexible, modify the plan as necessary

### Use Active Preparation

#### Strategies - ICOW -

**Identify, Condense, Organize, & Write** what you need to learn (Use at least three different to be effective)

- create study sheets
- develop concept maps
- make word cards
- outline
- predict questions in the margin of text
- list steps in a process
- do study guides
- answer the questions at the end of the chapter
- predict possible essay questions
- plan essay answers
- write essay answers

### Use Active Review

#### Strategies - RE-USE -

**Rehearse, Extend, Understand, Self-test, & Evaluate** your learning

- recite or rewrite study sheets
- replicate concept maps
- recite word cards
- recite a list of 20 (or 30 or 40)
- recite main points from an outline
- recite steps from memory
- take self-tests
- write essay answers from memory
- practice writing formulas
- practice study guide info out loud or by re-writing

## Sample 5-Day Study Plan for exam on Monday

Day	Task	Material	Strategy	Time
Tues	Prepare	Ch 1	Develop Study Sheet	2 hrs
Wed	Prepare	Ch 2	Develop Study Sheet	2 hrs
	<b>Review</b>	Ch 1	Make Self Test	30 min
Thurs	Prepare	Ch 3	Develop Study Sheet	2 hrs
	<b>Review</b>	Ch 2	Make Self Test	30 min
	Review	Ch 1	Predict & Practice Essay Questions	15 min
Sat	Prepare	Ch 4	Develop Study Sheet	1 1/2 hrs
	Review	Ch 3	Make Self Test	30 min
	<b>Review</b>	Ch 2	Predict & Practice Essay Questions	15 min
	<b>Review</b>	Ch 1	Recite Study Sheet info	10 min
Sun	<b>Review</b>	Ch 4	Make Self Test Predict & Practice Essay Questions	30 min
	Review	Ch 3	Predict & Practice Essay Questions	20 min
	Review	Ch 2	Recite Study Sheet info	10 min
	<b>Review</b>	Ch 1	Recite Study Sheet info	10 min
	Self-test			1 hr



## Distress Tolerance Plan

Signs/symptoms/behaviors that indicate I am in distress:

Things I can do right now to relieve stress, regain balance, or calm myself:

Resources I can use (family members, friends, advisor, counselor, RD) in the upcoming days: Note: Does NOT mean immediately available.

If I have a regular counselor, we meet: