

STUDY SKILLS WORKSHOP



Ways to improve your college study skills.

(Some new stuff, some obvious stuff!)

HOW TO GET THE MOST FROM LECTURES

Modern society bombards us with so much information that we are conditioned to be passive, to be entertained, and to be an audience.

To be an active student we have to overcome our spectator training

- Come to class with all homework finished.
- Sit in the front seats of the room.
- Pay attention to cues, gestures, board work, repetition, emphasis, and transitions.
- Ask questions or make remarks if possible. Participate!
- Before and after class use the 15-minute preview and review solution described below.

Research on memory and retention shows that we forget 40-70% of what we have learned in 1 hour and up to 80% within 24 hours.

THESE FIVE REVIEW STEPS CAN MORE THAN DOUBLE YOUR EFFECTIVENESS FOR RETENTION

1) Preview material

Before the lecture, review the chapter you are discussing that day
After class review the syllabus for the next class topic
Generate interest and motivation for your studies

2) Take notes with organization built in

Use a note taking system that works with your study style
Outlining
Cornel Method
Mind mapping

3) When taking notes outline key points

Introductory lecture remarks often include summaries of main points
Listen for signal words/phrases like, "There are four main..." or "To sum up..." or "A major reason why..."
Repeated words or concepts are often important
vocal emphasis on certain words often indicate important points
Final remarks can provide a summary of the important points of the lecture

4) Review immediately

Within 24 hours, review your outlines and your notes
Add comments to the margin

5) Review again

SURVEY! QUESTION! READ! RECITE! REVIEW!

SQ₃R

Before you read

Survey the chapter

the title, headings, and subheadings
captions under pictures, charts, graphs or maps
review questions or teacher-made study guides
introductory and concluding paragraphs
summaries at beginning or end of chapter

Question

while you are surveying

turn the title, headings, and/or subheadings into questions;
read questions at the end of the chapters or after each subheading;
ask yourself, "What did my instructor say about this chapter or subject when it was assigned?"
ask yourself, "What do I already know about this subject?"

Note: If it is helpful to you, write out these questions for consideration. This variation is called SQW₃R

SURVEY! QUESTION! READ! RECITE! REVIEW!

When you begin to

Read

- look for answers to the questions you first raised;
- answer questions at the beginning or end of chapters or study guides
- reread captions under pictures, graphs, etc.
- note all the underlined, italicized, bold printed words or phrases
- study graphic aids
- reduce your speed for difficult passages
- stop and reread parts which are not clear
- read only a section at a time and recite after each section

Recite

after you've read a section:

- ask yourself questions about what you have just read and/or summarize, in your own words, what you read
- take notes from the text but write the information in your own words
- underline/highlight important points you've just read
- use your voice, walk around, read your notes out loud – this is a powerful way to remember information

SURVEY! QUESTION! READ! RECITE! REVIEW!

Review:

an ongoing process

test yourself to see how much information you have remembered

use your notes for review

cover up parts of your notes and ask yourself questions

introduce flashcards

create mnemonic devices for material which need to be memorized (HOMES) names of the great lakes

Reciting the information you want to learn is a great way to reinforce your ability to remember facts and detail. The more senses you use in studying, the more the information will be imprinted in your memory. Reading out loud, hearing your words, using your vision, walking around and talking, using visual aids and explaining ideas and concepts out loud, all these methods are using multiple senses.

These tactics allow you to:

- stay on task,
- break the monotony of sitting and reading
- make for a more creative learning environment.

HIGH LIGHTING

How to mark your textbook!

Do not highlight main points while you read. Most people make too many marks. Wait until you have finished a paragraph or section, then **mark**. Mark the text and the margin to outline the structure of the book. For each main point, indicate evidence, examples, steps, proofs, connections to other points, definitions and your own thoughts. The book holds information. Your marks create organization. **Mark to simplify review.**

STUDY AREA ANALYSIS

List the three places you use most frequently for studying:

A. _____

B. _____

C. _____

Are these areas conducive to learning?

Now check the column that applies to each of these places:

T = True F = False

| | Place A | Place B | Place C |
|--|----------------|----------------|----------------|
| 1. I am interrupted a lot while studying. | T F | T F | T F |
| 2. The environment reminds me of things unrelated to studying. | T F | T F | T F |
| 3. I can hear a TV or radio playing. | T F | T F | T F |
| 4. I often answer the phone. | T F | T F | T F |
| 5. I take a lot of breaks. | T F | T F | T F |
| 6. My breaks tend to be long. | T F | T F | T F |
| 7. I am easily distracted. | T F | T F | T F |
| 8. I tend to start conversations. | T F | T F | T F |
| 9. My friends and family interrupt me during my study time. | T F | T F | T F |
| 10. My study area is conducive to good studying. | T F | T F | T F |
| 11. I am satisfied with my study area. | T F | T F | T F |

STUDY AREA ANALYSIS

What do you need to do in order to change your study area?

CREATE YOUR OWN STUDY AREA

Where do you study?

Have you set up your study area to say “time to work”?

An ideal study area has:

- a comfortable chair and a table to spread out your books and papers
- at least two sources of light, one being natural light (sun light)
- computer, paper, pens, pencils, calculator and other tools to do your work
- a thesaurus and dictionary
- a room kept at a comfortable temperature
- a quiet area that is away from friends and family
- the area is kept neat and orderly
- an area where the TV and cell phone cannot distract you
- a “DO NOT DISTURB” sign for your door saying that you are studying

If you can't create a space for yourself, consider the college library or even your town library.

STUDY SKILLS 101

1. Plan two hours study time for every hour you spend in class. This is a good general rule few students follow.
2. Study difficult (or boring) tasks first. The most difficult subjects require more energy.
3. Avoid scheduling marathon study sessions. Three two-hour sessions are more productive than an eight hour session.
4. Take breaks every hour or so, using this time to check your email and phone, stretch or have a snack
5. Pay attention to your attention. When your mind wanders, bring it back. This is a good sign a break is needed.
6. Be aware of your best time of day. You have a peak alert period in the day, when is yours? Study during that time.
7. It is important to be rested before studying. If reading tires you, stand up and read, sit in a chair (rather than on your bed) or read at another time when you won't doze off.
8. Make sure you have food and water in you. Your body needs energy to think. Move some to get your blood moving.

STUDY SKILLS 101

6. Use waiting time. (i.e. waiting for the bus, doctor's appointment, between classes, etc.) This is where flashcards come in hand
7. Learn to say no. 99% of the people you know want you to succeed. It's okay if you can't make it to dinner because of finals.
8. Go into your study session with a positive attitude. You will get more accomplished.
9. Get a study buddy or form a study group. Working with others reinforces information, makes learning fun and increases learning.

Forming a study group requires some basic guidelines:

- Locate a good meeting place where it's convenient and comfortable. (or use Zoom)
- Plan meeting dates ahead of time. Each group member should have a group phone/email list
- Learning the material should be the common goal. Participates should come prepared with completed relevant assignments and chapters read beforehand
- Delegate work
- Help each other by proof reading work, and correcting homework problems, this helps you see how others approach their work
- Share and compare notes

CELL PHONE ETIQUETTE FOR STUDENTS

- Turn off cell phones BEFORE you enter the classroom. Put it in your backpack.
- If you are awaiting an urgent call, inform your instructor before class, then set your phone to “VIBRATE” mode
- Texting is just as rude as taking a phone call during class. Remember: you are in class to learn not to socialize.
- Cell phones should never be on in the library. Treat it like you would a classroom. Take your phone call outside.
- When outside or elsewhere on campus, talk with a low voice.
- Attend face-to-face business absolutely. It is impolite to be on the phone when someone is taking your order in the cafeteria, purchasing at the bookstore, making your appointment to meet with a counselor, or anyone else expecting your full attention.



TEN STEPS TO ACADEMIC SUCCESS

1. Set individual academic and personal goals. (Take a goal setting workshop to learn this valuable skill)
2. Choose courses carefully, especially during your first year. See a Counselor for an individualized Student Education Plan (SEP)
3. Know and use Student Services resources. Go to the web site on: citruscollege.edu
4. Meet your professors. (Go to office hours . Class gets better when you know your instructor and your instructor knows you!)
5. Learn actively. GO to class! Be a part of the class discussion.
6. Manage your time well. Plan ahead. Take a Time Management Workshop.
7. Know and actively use reading skills. This saves a lot of re- reading.
8. Develop strong listening and note-taking skills. FOCUS!
9. Develop and improve your writing and speaking skills.
10. Get involved in extra-curricular activities and clubs, make friends who like what you like!