Study Strategies

1. Preparation
2. Study Strategies
3. Learning Representations
4. Studying Timeline

Preparation
- What to know BEFORE you start studying:
  o Content (e.g. chapters, sections, units, etc.)
  o Concepts (see syllabus for outline)
  o Test format (question type, length, time limit, etc.)
  o Short answer/essay question guidelines and expectations

<table>
<thead>
<tr>
<th>Exam Preparation</th>
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<tbody>
<tr>
<td>☐ Multiple Choice</td>
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<tr>
<td>Chapters Covered:</td>
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<tr>
<td>Method of Studying:</td>
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<tr>
<td>☐ Comparison matrix</td>
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<tr>
<td>☐ Concept map</td>
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<tr>
<td>☐ Sequencing/Timeline</td>
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<td>☐ Blank sheet</td>
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<td>☐ Outline</td>
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<tr>
<td>☐ Study guide</td>
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<td>☐ Practice questions</td>
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Study Strategies

- What can (and should) you use to study?
  - Notes – class, lecture, reading, etc.
  - Textbook review sections
- Compile a master list/guide of key terms and definitions, examples, main ideas, etc.
- BLANK SHEET
  - Once you’ve compiled a list of topics and concepts, take a blank sheet of paper. Write everything you know about that topic or concept, without using your notes or textbooks.
  - This gives you a starting point and assessing what you think know you versus what you can recall (and have stored in long-term memory).
- Learning representations
  - Concept map
  - Matrix/comparison chart
  - Sequence/timeline/flowchart
  - Hierarchy
  - Diagram
  - Flash cards (use sparingly)
- Study guide
- Practice tests
- Study group

Learning Representations

**Concept Map**: Main topic with related ideas radiating from center; good for categorizing and organizing information into themes. From the different bubbles, you can create practice questions!
**Matrix/Comparison Chart:** Shows relationships between multiple topics and ideas, common themes within each topic.

<table>
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<tr>
<th></th>
<th>Athens</th>
<th>Sparta</th>
<th>Australia</th>
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<td>Children</td>
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<td>Education</td>
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<td>choice)</td>
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**Sequence/Timeline/Flowchart:** Chronological organizing, steps, phases, and events.

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**The Water Cycle (The Hydrologic Cycle):**

![Water Cycle Diagram](image-url)
**Hierarchy:** Information organized into levels based on comparative importance

![Company Organizational Chart](image)

**Diagram:** Memorization of parts/components of a whole, most often associated with the sciences, such as anatomy, as well as geology and/or geography.

![Diagram](image)

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**Maslow’s Hierarchy of School Needs**

1. **Physiological**
   - Basic needs are met
   - Safe place to go home, able to sleep

2. **Safety**
   - Emotional and Physical Safety
   - School/classmates, access to counselors/nurse, ok to take risks

3. **Belonging**
   - Forming Relationships
   - (advisory, adult role models, friendship groups, peer relationships)

4. **Esteem**
   - Positive Classroom Culture
   - Prevent (positive feedback, time for reflection, encouragement to take risks)

5. **Self-Actualization**
   - Student is Available to Learn
Study Guides
Sometimes provided by your professor, but ALWAYS something you can create yourself.
- Use your syllabus as a starting point
  - What is outlined each day?
    - Readings
    - Assignments
  - What are the course objectives?
- Textbook
  - Chapter outlines and objectives
  - Headings
  - Chapter review questions
- Notes
- Peer review sessions

Practice Tests
Probably THE best studying method – actually taking practice tests by writing and answering practice questions and problems.

Use Bloom’s Taxonomy as a good place to start for writing practice questions.
- Knowledge (Remembering)
  - These types of questions test the students’ ability to memorize and to recall terms, facts, and details.
  - Key Words: Memorize, Define, Identify, Repeat, Recall, State, Write, List & Name
- Comprehension (Understanding)
  - These questions test the students’ ability to summarize and describe in their own words.
  - Key Words: Describe, Distinguish, Explain, Interpret, Predict, Recognize & Summarize
- Application (Transferring)
  - Application questions encourage students to apply or transfer learning to their own life or to a context different than one in which it was learned.
  - Key Words: Apply, Compare, Contrast, Demonstrate, Examine, Relate, Solve & Use
- Analysis (Relating)
  - These questions encourage students to break material into parts, describe patterns and relationships among parts, to subdivide information and to show how it is put together.
  - Key Words: Analyze, Differentiate, Distinguish, Explain, Infer, Relate, Research & Separate
- Synthesis (Creating)
  - These questions encourage students create something new by using a combination of ideas from different sources to form a new whole.
  - Key Words: Arrange, Combine, Create, Design, Develop Formulate, Integrate & Organize
• Evaluation (Judging)
  o Evaluation questions encourage students to develop opinions and make value decisions about issues based on specific criteria.
  o Key Words: Assess, Critique, Determine, Evaluate, Judge, Justify, Measure & Recommend

Significant Words Use to Create Practice Test Questions

- Compare
- Contrast
- Define
- Describe
- Discuss
- Evaluate
- Explain
- Illustrate
- Justify
- List
- Prove
- Review
- Summarize
- Trace

Subject-Specific Strategies

1. Essay exams
   a. ACTUALLY WRITE THE ESSAY! You may not have the specific question, but you can get a general sense from your professor.
   b. ACTUALLY WRITE THE ESSAY! More than once!

2. Science classes
   a. Start with learning vocabulary or formulas
      i. Flash cards
   b. Need to move on to understanding material
      i. Concept maps and diagrams
   c. Finish up with applying the information
      i. Solving problems
         1. Chemical reactions or conversions
         2. Physics – doing the math

3. Math, Economics, Accounting, etc.
   a. Requires daily study & problem-solving
   b. Talk things through by putting words to formulas. Create chart or concept cards with:
      i. Formula
      ii. Describe when to use the formula
      iii. Describe of each step in words
      iv. A sample problem
   c. Do problems every day, w/o looking in back of the book at answers

4. Foreign Languages
   a. DAILY STUDY
   b. Do all practice activities, even if not assigned.
   c. Have a ‘language hour’ with classmates to practice speaking and discuss questions.
   d. Create vocabulary cards, can be used for grammar rules and verb tenses too
   e. Use the audio resources – go to language lab, use CDs, web site, whatever
Other Study Strategies and Tips

5. Study Groups
   a. Keep it small, 2-4 people
   b. Meet at least once a week, EVERY WEEK – at the same time and same place – consistency is crucial

6. Studying is NOT reading your notes or reviewing the textbook! You need to be ACTIVELY in touch with the material.
   a. Rewrite your notes into a learning representation
   b. Write (AND ANSWER) practice questions
   c. Teach a friend
   d. Quiz people in your study group

7. Studying is an ACTIVÉ process.

8. Use additional resources!
   a. Using a professor’s office hours is your best resource!
   b. Tutoring
   c. COWS
   d. Library
   e. Online resources
      i. Khan Academy!

Studying Timeline

Studying the night before may get you through one exam, barely. Just because “everyone crams” or “everyone does all-nighters” doesn’t mean it’s successful. And why stress yourself like that?

Studying properly requires forethought and planning. Use the following table as a guide:

<table>
<thead>
<tr>
<th>Weekend 1 Organize &amp; Sort</th>
<th>Week Before the Exam Daily Review</th>
<th>Weekend 2 Heavy Review (avoid new material)</th>
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<tbody>
<tr>
<td>• Chapters</td>
<td>• Review what you KNOW</td>
<td>• Consistent</td>
</tr>
<tr>
<td>• Notes</td>
<td>• Learn what you DON’T KNOW</td>
<td>• Repetitive</td>
</tr>
<tr>
<td>• Quizzes/HW</td>
<td>• Complete practice questions/essays</td>
<td>• Mastery</td>
</tr>
<tr>
<td>• Readings</td>
<td>• Office hours</td>
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