



Study Strategies

Many students have favorite strategies to fall back on. Sometimes, due to course content or expectations, it is necessary to use a different approach. Sometimes it is simply refreshing to switch things up. Do not be afraid to test out some new strategies from time to time. There are many strategies that can be used. Listed below are some considerations and strategies for your perusal - this is not an exhaustive list!

- **Keep up on all readings** (including supplemental as much as possible) **and assignments.** Remember, any information including in readings - even if not discussed in lecture - is still fair game to be included on an exam.
- As often as possible, try to **treat your homework assignments as mini exams.** For example, if your homework consists of problems to solve, try to do so without referring to your course materials. If you do need to look at your notes, try to focus on just one step and see if you can work the rest from there and so on. Complete additional practice problems in the same manner.
- **Attend class regularly and take notes.** Consider taking your lecture notes and reading notes and working to consolidate them into a single document as one approach to working with the material and gleaning what you do and do not understand at that time.
- **Build up your time management system** and be sure you have adequate time and routine to engage in effective study habits and be sure to balance that out with relaxation and self-care activities.
- From the time classes start, aim to **study in short bursts** several days of the week. Focus primarily on the new content and anything you do not yet fully understand while incorporating intermittent reviews of the content you do know well.
- **Active strategies** will always be more efficient in learning and retaining information. By the time an exam rolls around you should be able to focus primarily on a review and get a good night's sleep.
- **Be mindful of your study location.** Do you need complete silence? Do you prefer a hum of activity? Consider what typically distracts you most and try to locate a space that minimizes those. Consider using academic environments as much as possible. Being in an academic space will help to put you in an academic mindset. For most students it is important to get out of your room! Your room may be filled with distractions you cannot escape. Also, keeping your room as a space primarily for sleeping and relaxing activities you may find your sleep improves.



- **Seek out help** in whatever form you need whether study groups, tutors, and/or faculty office hours. For courses you are struggling with it could make sense to study during your instructor's office hours and at a nearby location so that you can easily pop in with specific questions.
- **Consider the learning outcomes** as written in the course syllabus. If they are expecting you to apply a concept, memorization will not be sufficient. Explore the Thinkwell-Learnwell diagram as a tool to interpret learning outcomes and your learning goals.
- Consider how you will be assessed and **practice in a similar manner**. If the exam will require you to work through problems without notes, do not allow the exam to be the first time you do that. Always select active strategies that require you to work with and otherwise engage in the material over passive options such as reviewing your notes.
- **Maintain health and overall balance!** If you are not eating, sleeping, staying active in sustainable ways for your body, and generally caring for YOU and your overall wellbeing your studies, regardless of strategies, will not go well. Your brain needs the fuel provided by food and rest. Did you know that some of the best problem solving happens while you sleep?
- In addition to contributing to overall wellness, **physical activity can help boost your focus**. Many students find that engaging in some form of exercise immediately before an intense study session is very helpful for that very reason.
- **Create your own practice exams**. Consider both the course material and the overall learning outcomes when setting your questions. Try completing the exam a day or two later and then use your course materials to check your work. This process should serve to both enhance your understanding of the material and to identify areas to improve on.
- **Try teaching someone else!** This could be a friend, roommate or even an empty chair. Teaching requires a deeper understanding of the material, encourages you to think of different ways to explain a concept, and/or make connections to other ideas as a means of bringing clarity to what you are trying to explain.

Lower Order Thinking Skills

Surface Approach to Learning

Metacognitive Learning Goals	Bloom's Higher Order Thinking Skills	Corresponding Learning Outcomes	Outcome Valuation
<p>To Identify or Define Information</p> <p>Students seek to answer some form of this what-based question: Can I list and/or define the key terms?</p>	<p>Remembering</p> <p>Students work to recall/recognize information, ideas, and principles in the approximate form in which they were learned.</p>	<p>Able to Recall or Duplicate Information</p> <p>Students will be able to reproduce information in similar form as the original source. Corresponds to tasks in which cues are embedded</p>	
<p>To Explain Information</p> <p>Students seek to answer some form of this why-based question: Can I explain the reasoning behind the ideas/concepts.</p>	<p>Understanding</p> <p>Students work to explain and provide rationales to support concepts and/or principles.</p>	<p>Able to Provide Rationales for Information</p> <p>Students will be able to explain why concepts are essential to understanding the topic, subject, story, etc. Corresponds to tasks that require explanations or elaborations.</p>	
<p>To Apply Information to New Situations</p> <p>Students seek to answer some form of this how-based question: Can I apply this information to a new or different situation, problem or context?</p>	<p>Applying</p> <p>Students work to transfer principles and/or concepts to a different problem or task with minimal cues or direction.</p>	<p>Able to Apply Information to Different Situations</p> <p>Students will be able to use information to complete a problem or task with minimal direction or cues. Corresponds to tasks that require application of knowledge to a situation.</p>	
<p>To Compare and Contrast Information</p> <p>Students seek to answer some form of this analytical question: Can I distinguish processes, procedures or principles from seemingly identical processes, procedures or principles?</p>	<p>Analyzing</p> <p>Demands that students be able to distinguish and differentiate between comparable processes, functions, methods, etc.</p>	<p>Able to Discern Nuances of Information</p> <p>Students will be able to discern patterns, differences and similarities within information. Corresponds to tasks that require students to distinguish between similar sets of information, processes or outcomes.</p>	
<p>To Make Judgments About Information</p> <p>Students seek to answer some form of this evaluative question: Can I determine the best rationale, plan, solution, course of action, etc., given the information.</p>	<p>Evaluating</p> <p>Demands that students be able to make judgments with information.</p>	<p>Able to Reach Conclusions with Information</p> <p>Students will be able to make judgments about information they've analyzed. Corresponds to tasks that require students to decide which course of action, solution or option is best.</p>	
<p>To Introduce, Develop a Viewpoint</p> <p>Students seek to answer some form of this generative question: Can I synthesize the information in an original way?</p>	<p>Creating</p> <p>Demands that students be able to construct new information from existing information.</p>	<p>Able to Produce New Information</p> <p>Students will be able to present new meaning or generate new knowledge. Corresponds to tasks that require students to produce authentic work.</p>	

Higher Order Thinking Skills

Deep Approach to Learning