

STUDY SKILLS

EFFECTIVE METHODS FOR SUCCESSFUL STUDENTS...



To truly master something takes 10,000 hours of practice . . .

ALLOCATE YOUR ATTENTION

- DO YOU:

- ✓ READ SEVERAL PAGES ONLY TO DISCOVER READING MEANT RUNNING YOUR EYES OVER THE WORDS WITHOUT ANY COMPREHENSION OF THE MEANING?
- ✓ SIT IN A LESSON ONLY TO DISCOVER THAT YOU COMPLETELY “TUNED-OUT” A LONG TIME AGO?
- ✓ PRACTICED SOME SKILL WHILE BEING COMPLETELY ON AUTO-PILOT?

RESEARCH TELLS US:

- WHEN YOU TRY TO DIVIDE YOUR ATTENTION BETWEEN TWO TASKS, ONE OR BOTH TASKS WILL SUFFER
- THERE IS A LIMIT TO THE AMOUNT OF TIME THAT ONE CAN SUSTAIN ATTENTION (CONCENTRATE)

WHAT CAN YOU DO TO IMPROVE YOUR ATTENTION

- DON'T TRY TO STUDY AND DO SOMETHING ELSE
- IF YOU FIND YOURSELF BEING DISTRACTED, THEN TELL YOURSELF THAT IF YOU STUDY FOR 20 MINS THEN YOU WILL SPEND 5 MINS THINKING ABOUT THOSE DISTRACTING THOUGHTS
- STUDY FOR 50 MINUTES, THEN TAKE A 10 MINUTE BREAK
 - IF YOU DON'T TAKE A BREAK,YOUR MIND WILL TAKE THE BREAK FOR YOU AND GO WANDERING
- MAKE NOTES / TALK ALOUD WHILE STUDYING
- MANAGE YOUR DIET
- LIMIT DISTRACTIONS

FORGETTING

FORGETTING IS THE INABILITY TO RECALL OR RECOGNISE MATERIAL WHICH WAS PREVIOUSLY STORED

- WHAT DOES IT MEAN TO FORGET:
 - ✓ THE INFORMATION WAS NEVER STORED (PROBLEM OF AVAILABILITY)
 - ✓ THE INFORMATION WAS STORED BUT IT IS DIFFICULT TO RETRIEVE (TIP OF THE TONGUE)
 - ✓ CONFUSION – PROBLEM OF INTERFERENCE
 - ✓ ABSENTMINDEDNESS – PROBLEM OF HABIT, ATTENTION AND AUTOMATIC RESPONSES

THE KEY IS UNDERSTANDING...

- YOU WILL BE ABLE TO COME UP WITH INFORMATION RELATED TO THE WORK IN THE BOOK
- YOU CAN RELATE IT TO REAL-LIFE SCENARIOS
- YOU CAN COMPARE INFORMATION
- PROVIDE EXAMPLES

If you don't UNDERSTAND, then you won't learn, remember or improve your performance

TYPES OF READING

- SCANNING

- USE TO LOCATE A SPECIFIC PIECE OF INFORMATION

- SKIMMING

- SURFACE READING TO GET AN OVERALL IDEA
- LOOKS AT ONLY THE MAJOR INFORMATION AND LEAVES OUT THE SUPPORTIVE AND EXPLANATORY PART

- BROWSING

- LOOKING AT THE STRUCTURE, HEADINGS, DIAGRAMS
- FINDING A SUMMARY AND LOOKING AT THE CONCLUSION

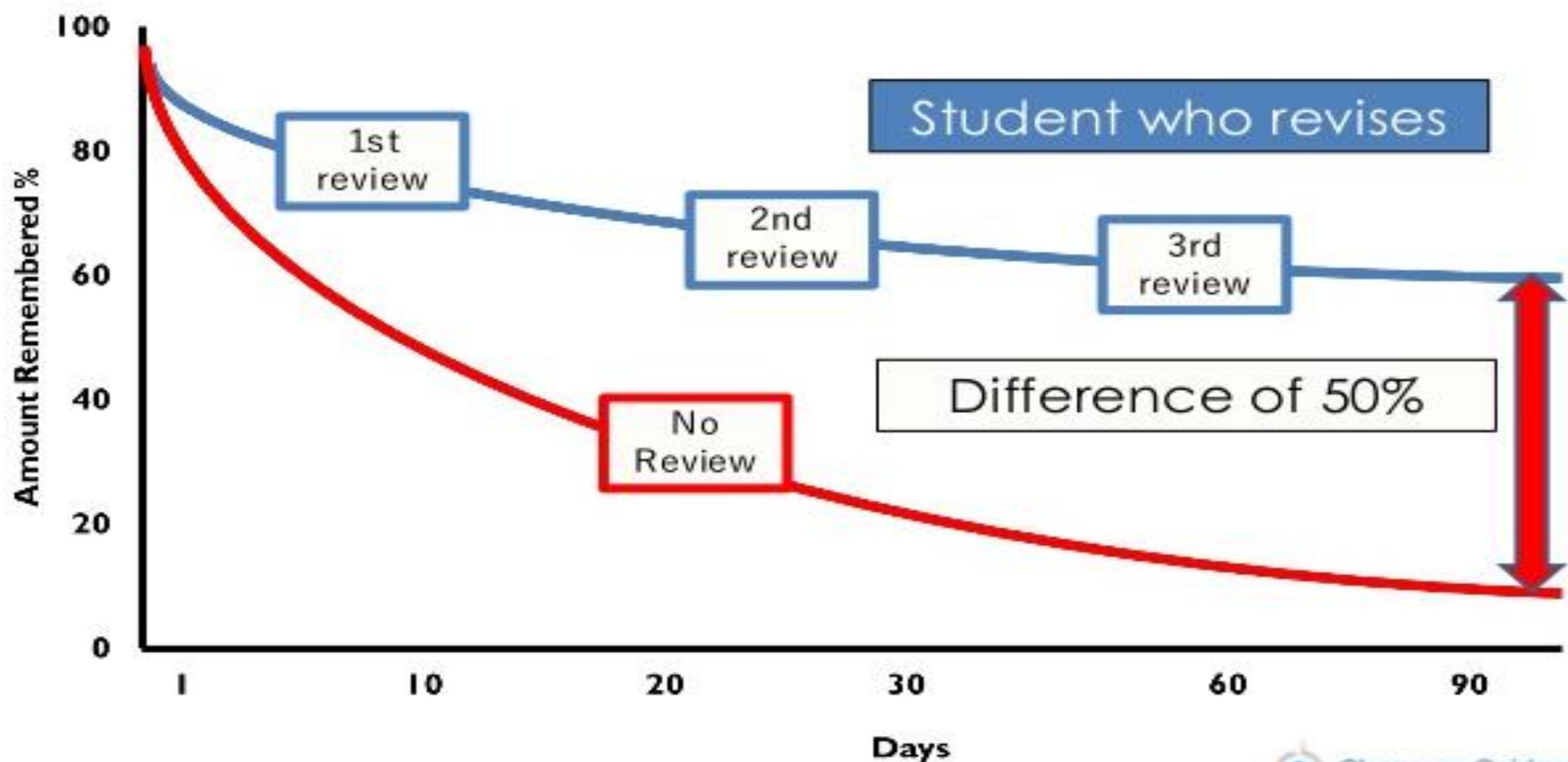
- STUDY READING

- LEVEL OF COMPREHENSION IS HIGHER
- TRY TO UNDERSTAND AND MAKE SENSE OF WHAT IS BEING SAID

SPACING AND REPETITION

- YOU NEED TO STUDY THE SAME INFORMATION MORE THAN ONCE
- EACH TIME YOU STUDY SOMETHING, YOU WILL ENCODE THE INFORMATION A BIT DIFFERENTLY . . . ESPECIALLY WHEN TIME INTERVENES BETWEEN THE TWO STUDY SESSIONS

The Forgetting Curve



ORGANISATION AND STRUCTURE

- LIST THE MONTHS OF THE YEAR
- NOW LIST THE MONTHS OF THE YEAR ALPHABETICALLY?
 - HOW LONG DID THAT TAKE?
 - ARE YOU SURE YOU HAVE ALL THE MONTHS?

WITHOUT THE MONTHS BEING ORGANISED THAT WAY IN YOUR MEMORY, IT WAS VERY DIFFICULT TO RETRIEVE

WE STORE INFORMATION BETTER WHEN IT IS ORGANISED IN A MEANINGFUL WAY!

HOW CAN WE ORGANISE INFORMATION

- BEFORE YOU READ, FLIP THROUGH THE CHAPTER, TAKING NOTICE OF:
 - HEADINGS
 - SUB-HEADINGS
 - DIAGRAMS
 - GRAPHS
 - PICTURES
 - WORDS IN BOLD
 - KEY TERMINOLOGY

THE SQ3R METHOD

SQ3R

Survey	Get an overall idea of the topic, look at headings, pictures, tables, etc
Question	Form questions using why, how, what, when, where – under each heading
Read	Read the text, trying to get the main idea from each paragraph. Reread slowly until you understand it
Recall / recite / write	Recall the content you just read and record it Try to remember the main headings, tables, etc
Review	Compare the information you have recorded with the text and see what is missing. Re-learn the missing information

USING FLASHCARDS

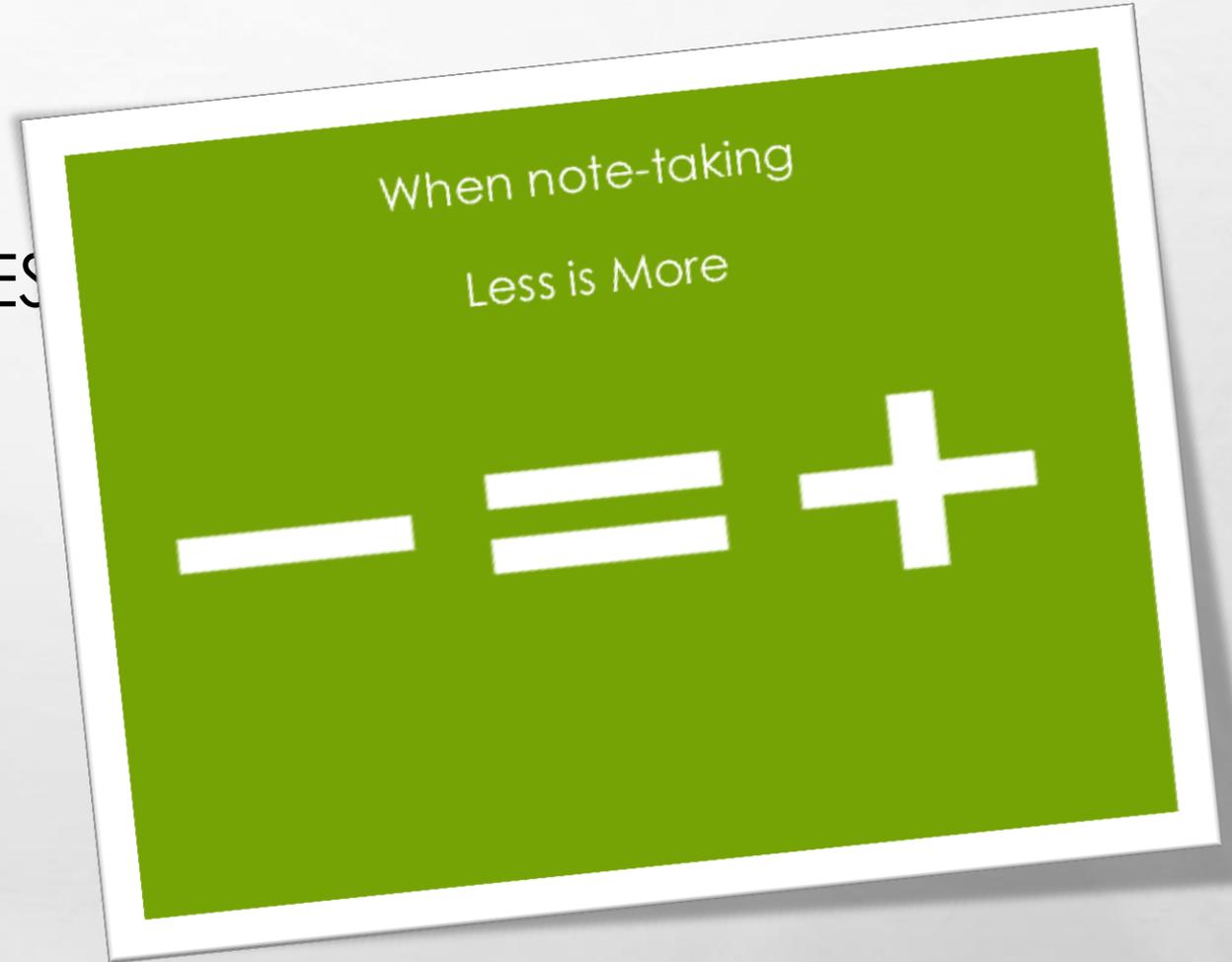
- WRITE WORDS ON ONE SIDE AND DEFINITION ON THE OTHER SIDE
- FLIP THE CARD AND LEARN THE INFORMATION BOTH WAYS
- USE DIFFERENT COLOURS
- DRAW PICTURES TO PLACE ON THE CARDS
- THE MORE INTERESTING THE CARD, THE MORE LIKELY YOU WILL REMEMBER THE INFORMATION

USING ACRONYMS

- USE WHEN YOU NEED TO REMEMBER FACTS IN A SPECIFIC ORDER
 - WRITE EACH PIECE OF INFORMATION THAT NEEDS TO BE LEARNT
 - UNDERLINE THE MOST IMPORTANT WORD IN THE SENTENCE
 - WRITE A SENTENCE USING THE WORDS THAT YOU UNDERLINED
- EXAMPLE:
 - THE PLANETS IN ORDER ARE: MERCURY, VENUS, EARTH, MMARS, JJUPITER, SSATURN, UURANUS, NNEPTUNE, PPLUTO
 - **M**Y **V**ERY **E**ARTHY **M**OTHER **J**UST **S**ERVED **U**S **N**INE **P**IZZAS

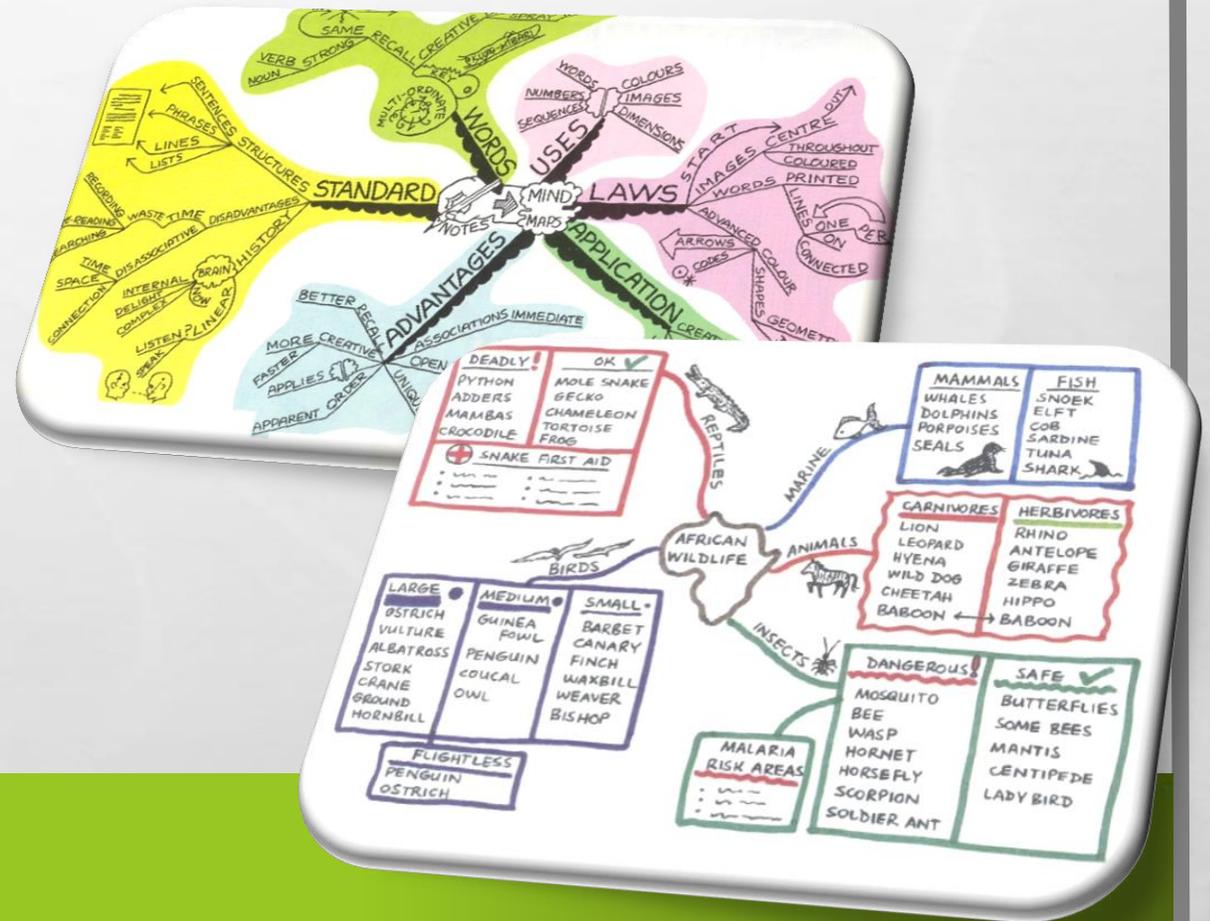
NOTE TAKING

- WHAT TO INCLUDE IN NOTES
 - MAIN POINTS
 - DEFINITIONS
 - THEORIES
 - FORMULAS
 - LISTS
 - DATES



TRIGGER CHARTS / MIND MAPS

- USEFUL TO CONSOLIDATE INFORMATION
- DECIDE WHAT THE TOPIC IS
- WRITE TOPIC IN THE CENTRE
- USE DIFFERENT COLOUR FOR EACH GROUP OF IDEAS (BRANCHES / STEMS)
- GROUP RELATED IDEAS
- USE IMAGES, SHAPES, PICTURES, ETC
- IT ONLY HAS TO MAKE SENSE TO YOU !!!



RETRIEVAL PRACTICE

- SELF-QUIZ BY RECALLING THE INFORMATION
- EVERY TIME YOU PRACTICE, YOU STRENGTHEN THE INFORMATION
- EXPLAIN THE WORK TO YOURSELF OUT LOUD OR TO A FRIEND
- USE YOUR OWN WORDS TO EXPLAIN THE INFORMATION
- LOOK AT KEYWORDS AND TRY TO GENERATE ALL THE INFORMATION YOU CAN RELATING TO THOSE WORDS
- PRACTICE EXAM QUESTIONS
- READ WITH A QUESTION IN MIND

STUDY GROUPS

- CAN BE A GOOD MOTIVATOR
- EASIER TO ASK CLASSMATE QUESTIONS
- COMMITMENT WILL BE STRONGER
- YOU CAN COMPARE NOTES WITH OTHER MEMBERS
- TEACHING AND EXPLAINING CONCEPTS ADDS AUDITORY ASPECT TO LEARNING
- MAKES STUDYING MORE ENJOYABLE

STUDY GROUPS

- MAKE SURE ALL MEMBERS HAVE THE SAME COMMITMENT AND ARE ALL MOTIVATED TO LEARN
- SET GOALS AT THE BEGINNING OF EACH SESSION
- REVISIT THE GOALS AT THE END OF EACH SESSION TO SEE IF THEY HAVE BEEN REACHED
- MAKE SURE THAT EVERYONE IS ON TIME AND READY TO WORK IMMEDIATELY
- RESPECT EACH OTHER
- ENSURE EVERYONE STAYS FOCUSED

HABITS OF SUCCESSFUL STUDENTS:

- DON'T STUDY TOO MUCH AT ONE TIME
- PLAN SPECIFIC TIMES FOR STUDYING
- SET SPECIFIC GOALS FOR YOUR STUDY TIME
- START STUDYING WHEN PLANNED
- ELIMINATE DISTRACTIONS
- TAKE 10 MINUTES EVERY HOUR (GET UP, WALK AROUND) . . . THEN GO STRAIGHT BACK TO STUDYING AGAIN
- DON'T WAIT UNTIL THE LAST MINUTE
- INCORPORATE RETRIEVAL PRACTICE INTO YOUR STUDY PLAN

KEY TO SUCCESSFUL RESULTS



Good Luck !!!