Study Skills
Cramming will improve my chances.
Caffeine will improve my studying
I’ll study every awaking hour to outperform the competition
Burning the midnight oil is what students need to do before the exams.
Everybody learns in the same way
Outcome of Studying

MATERIAL

TIME

TOOLS/ Techniques

Outcome of Studying
Time Management

- You have enough time
- Time is an equal opportunity resource: everyone gets 168 hours per week
- Time is elusive and easy to ignore
- Time is a non-renewable resource
- Time seems to pass at varying speeds
ABC Daily To-Do’s

1. Brainstorm: Write down everything you want to accomplish tomorrow
2. Estimate the time for each task
3. Rate each task by priority
   - A’s are most important
   - B’s are important but not urgent
   - C’s do not require immediate attention
4. As you complete tasks, cross them off your list
5. At the end of the day, evaluate your performance
Strategies for Scheduling

- Schedule fixed blocks of time first

Classes
Life Schedule
Eating Sleeping
Strategies for Scheduling

- Remember your goals and yourself

Back up to a bigger picture

“Filter” your tasks before scheduling them
# 7-Day Anti-Procrastination Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 p</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Getting the Most Out of Now

When to Study

- Study difficult subjects first
- Be aware of your best time of day
- Use waiting time
Getting the Most Out of Now

Where to Study

- Use a regular study area
- Study where you’ll be alert
- Use a library
Getting the Most Out of Now

Ways to Handle the Rest of the World

- Pay attention to your attention
- Agree with living mates about study time
- Get off the phone, social network, text, tweet
Getting the Most Out of Now

Ways to Handle the Rest of the World

- Learn to say NO
- Hang a “do not disturb” sign on your door
- Get ready the night before
Things You Can Ask Yourself When You Get Stuck

- What is one task I can accomplish toward my goal?
- Am I being too hard on myself?
10 Cognitive Traps

1. **ALL-OR-NOTHING THINKING:** You see things in black-or-white categories. If a situation is anything less than perfect, you see it as a total failure.

2. **OVERGENERALIZATION:** You see a single event as a never-ending pattern of defeat by using the words *always* or *never* when you think about it.

3. **MENTAL FILTER:** You pick out a single negative detail and dwell on it exclusively. One word of criticism erases all the praise you’ve received.

4. **DISCOUNTING THE POSITIVE:** You reject positive experiences by insisting they “don’t count.” If you do a good job, you tell yourself that anyone could have done as well.

5. **JUMPING TO CONCLUSIONS:** You interpret things negatively when there are no facts to support your conclusion. Two common variations are *mind-reading* (your arbitrarily conclude that someone is reacting negatively to you) and *fortune-telling* (you assume and predict that things will turn out badly).
6. **MAGNIFICATION:** You exaggerate the importance of your problems and shortcomings, or you minimize your desirable qualities. This is also called the “binocular trick.”

7. **EMOTIONAL REASONING:** You assume that your negative emotions reflect the way things really are: “I feel guilty. I must be a rotten person.”

8. **“SHOULD” STATEMENTS:** You tell yourself that things should be the way you hoped or expected them to be. Many people try to motivate themselves with *shoulds* and *shouldn’ts*, as if they had to be punished before they could be expected to do anything.

9. **LABELING:** This is an extreme form of all-or nothing thinking. Instead of saying “I made a mistake,” you attach a negative label to yourself: “I’m a loser.”

10. **PERSONALIZATION AND BLAME:** You hold yourself personally responsible for events that aren’t entirely under your control.
MATERIAL

- Processing Information Into Your Memory System

Diagram:
- Sensory Memory (200-500 ms)
  - Phonological Loop: stores auditory information
  - Visual-spatial Sketchpad: stores visual and spatial information
  - Episodic Buffer: integrates visual, spatial, and verbal information, chronological order, access to semantic memory
- Central Executive: attention, coordination, binding into coherent episodes
- Working Memory: 4-7 items, up to a minute without rehearsal
  - Forgetting
  - Encoding
  - Retrieval
- Long Term Memory:
  - Declarative (Facts): networks of connected concepts, facts, and relationships
  - Episodic (Events, Times, Places): conception-based knowledge in relation to an experience
- Procedural (Skill): unconscious "how to" knowledge, learned with training and practice

Questions:
- Can cows fly?
- What is the capital of France?
Kinds of Encoding for Transmitting Information to LTM

- **Linguistic encoding** transmits verbal information. Linguistic encoding is also known as acoustical or auditory coding.

- **Visual encoding** transmits visual information. Visual encoding is also known as imaginal coding.

- **Motor encoding** transmits muscle memory information. Motor encoding is also known as physical or kinesthetic coding.

- **Semantic encoding** transmits emotional information, experiences and episodic memory.
Essential Strategies to Process Information

- Pay attention to incoming sensory input.
- Limit the number of items and the speed at which you take in stimuli.
- Find meaning, significance, and interest in new information.
- Use rehearsal techniques.
- Use self-quizzing when you rehearse.
- Avoid using rote memory when you rehearse.
- Make a conscious effort to think about related categories and to create associations.
- Allow ample time to practice frequently.
Two Kinds of Information to Process

**Declarative Knowledge**

facts, details, concepts, events, experiences

*Study strategies emphasize elaborate rehearsal.*

**Procedural Knowledge**

series of steps or sequence of rules to apply to complete a procedure, solve a problem, or create a specific product.

*Study strategies emphasize repetition to increase speed and accuracy.*
The Five Parts of the Feedback Model

1. Learning Goal
2. Action
3. Feedback Through Self-Quizzing
4. Comparison
5. Results: Yes or Not Yet
The First Four Principles (SAVE)

**Selectivity**

The process of identifying separating main ideas and important details from a larger body of information.

**Basic cue words:** picking and choosing

**Association**

The process of linking or connecting together two or more items or chunks of information.

**Basic cue words:** linking ideas
Visualization
The process of making pictures and sometimes "movies" in your mind.
Basic cue words: seeing in your mind

Elaboration
The process of thinking about, pondering, or working with information in new ways in order to increase understanding, learning, and recall.
Basic cue words: working with information
The Middle Four Principles of Memory (CRIB)

**Concentration**
The process of focusing the mind on one task or item at a time without interruptions to the thought process.

**Basic cue word:** focusing

**Recitation**
The process of explaining information clearly, out loud in your own words, and in complete sentences.

**Basic cue words:** explaining out loud
The Middle Four Principles of Memory (CRIB) (Cont)

**Intention**
The process of identifying a purpose or a goal to act or perform in a specific way.

*Basic cue words: identifying a purpose or goal*

**Big and Little Pictures**
The process of understanding that concepts and details are different levels of information: the *big pictures* are the schemas, concepts or the main ideas, and the *little pictures* are the supporting details.

*Basic cue words: concepts and details*
The Last Four Principles of Memory (FOTO)

Feedback
The process of verifying how accurately and thoroughly you have or have not learned specific information.
**Basic cue words:** self-quizzing

Organization
The process of creating a meaningful, logical structure or arrangement of ideas or information.
**Basic cue words:** structuring logically

Time on Task
The process of using sufficient time and effectively spacing the contact time used to process information.
**Basic cue words:** using minutes and hours

Ongoing Review
The process of practicing previously learned information.
**Basic cue words:** repeated practice
## Characteristics of the Twelve Principles of Memory

<table>
<thead>
<tr>
<th>PRINCIPLE</th>
<th>One characteristic</th>
<th>Second characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>You should not try to learn everything. Pick out what is important to learn.</td>
<td>Look for main ideas and then for important details to learn.</td>
</tr>
<tr>
<td>A</td>
<td>One idea can often lead you to the other idea because the two ideas are associated.</td>
<td>Link two ideas together to help you remember information.</td>
</tr>
<tr>
<td>V</td>
<td>Make pictures in your mind so both hemispheres of your brain are activated.</td>
<td>Imagine objects, pictures, and movies in your mind to improve your comprehension.</td>
</tr>
<tr>
<td>E</td>
<td>Think about and ponder over the new information while it is fresh in your memory.</td>
<td>Question the information and generalize ways you can use it.</td>
</tr>
</tbody>
</table>
Characteristics of the Twelve Principles of Memory

<table>
<thead>
<tr>
<th>C</th>
<th>Create an ideal study setting with few distractions.</th>
<th>Use techniques to reduce or eliminate internal and external distractions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Repeat information out loud and in your own words.</td>
<td>By verbalizing and explaining the information, you get immediate feedback.</td>
</tr>
<tr>
<td>I</td>
<td>Identify a goal or a purpose for learning the information.</td>
<td>Approach learning with an attitude that you want to learn; create a plan of action.</td>
</tr>
<tr>
<td>B</td>
<td>Be aware of different levels of information. Identify main ideas and learn the smaller details, too.</td>
<td>Work to see the forest and see the trees.</td>
</tr>
</tbody>
</table>
## Characteristics of the Twelve Principles of Memory

<table>
<thead>
<tr>
<th>F</th>
<th>Use self-checking or self-quizzing when you study.</th>
<th>You can get this by reciting, writing summaries, making mappings, or writing your own study questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Rearrange or organize the info into meaningful, logical ways.</td>
<td>Go beyond rote memory. Arrange info alphabetically, chronologically, or in categories.</td>
</tr>
<tr>
<td>T</td>
<td>Give yourself enough time to use all the parts of the learning processing model.</td>
<td>Use the 2:1 ratio so you have time to read, do assignments, study, and really learn information thoroughly.</td>
</tr>
<tr>
<td>O</td>
<td>Spend time each week practicing retrieving information from your long-term memory.</td>
<td>Practice, practice, practice what you have learned.</td>
</tr>
</tbody>
</table>
SQ3R is an active reading strategy. It stands for **Survey**, **Question**, **Read**, **Recall**, and **Review**.
SURVEY - gather the information necessary to focus and formulate goals.

1. Read the title - help your mind prepare to receive the subject at hand.
2. Read the introduction and/or summary - orient yourself to how this chapter fits the author's purposes, and focus on the author's statement of most important points.
3. Notice each boldface heading and subheading - organize your mind before you begin to read - build a structure for the thoughts and details to come.
4. Notice any graphics - charts, maps, diagrams, etc. are there to make a point - don't miss them.
5. Notice reading aids - italics, bold face print, chapter objective, end-of -chapter questions are all included to help you sort, comprehend, and remember.
QUESTION - help your mind engage and concentrate.

One section at a time, turn the boldface heading into as many questions as you think will be answered in that section.

The better the questions, the better your comprehension is likely to be. You may always add further questions as you proceed.

When your mind is actively searching for answers to questions it becomes engaged in learning.
**READ** - fill in the information around the mental structures you've been building.

Read each section (one at a time) with your questions in mind.

Look for the answers, and notice if you need to make up some new questions.
**RECITE** - retrain your mind to concentrate and learn as it reads.

After each section - stop, recall your questions, and see if you can answer them from memory.

If not, look back again (as often as necessary) but don't go on to the next section until you can recite.
**REVIEW** - refine your mental organization and begin building memory.

Once you've finished the entire chapter using the preceding steps, go back over all the questions from all the headings. See if you can still answer them.

If not, look back and refresh your memory, then continue.

**REMEMBER:** THE INFORMATION YOU GAIN FROM READING IS IMPORTANT. IF YOU JUST "DO IT" WITHOUT LEARNING SOMETHING, YOU'RE WASTING A LOT OF TIME. TRAIN YOUR MIND TO LEARN!!!