Study Skills

CFAA Tutor Training
Study skills are…

• The habits you need to learn effectively
• Critical for performing well in college
• Strategies that can accelerate your learning
• Important for success in life
  – People who can learn new skills quickly, retain information, and apply knowledge in innovative ways stand out
First, I am your professor, not your teacher. There is a difference. Up to now your instruction has been in the hands of teachers, and a teacher’s job is to make sure that you learn… However, things are very different for a university professor. It is no part of my job to make you learn. At university, learning is your job — and yours alone. My job is to lead you to the fountain of knowledge. Whether you drink deeply or only gargle is entirely up to you.

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Dr. Keith Parsons, University of Houston
Study Skills Myths

• I don’t need to read my textbook.
• Studying for 8 hours right before the test is $\geq$ studying 1 hour per week for 8 weeks.
• Good notetaking involves writing down as much as possible of what the professor says during class.
• The best way to study is to review your notes from class.
• My instructor will only ask test questions about the material we cover in class.
• The more I study the higher my grade will be.
My college motto:

• Study smarter, not harder.
Study Skills Timeline

Before Class
• Reading the textbook
• Outlining material
• Generating questions

During Class
• Attention
• Participation
• Note taking

After Class
• Studying
• Memorization
• Test prep
Before class...

- Reading the textbook—Actively!

### SQ3R Method by Francis P. Robinson

<table>
<thead>
<tr>
<th>S</th>
<th>Q</th>
<th>3</th>
<th>R</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Survey</strong></td>
<td>Scan the text and pay attention to:</td>
<td><strong>2. Question</strong></td>
<td><strong>3. Read</strong></td>
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<td></td>
<td>- Layout; - Chapters; - Sections; - Graphs; - Pictures; - Highlighted words;</td>
<td>Ask yourself questions about the text.</td>
<td>Read the text actively while keeping the previous steps in the back of your mind. Write down additional questions and try to answer asked questions.</td>
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<td>Ask yourself what you already know about the text and what your goal is.</td>
<td>Try to understand what it is that the author wants to convey.</td>
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<td><strong>4. Recite</strong></td>
<td><strong>5. Review</strong></td>
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<td>Repeat (aloud) in your own words what you have read. Ask your self questions about the text, explain to someone what you have read and try to write a summary.</td>
<td>Read all the relevant parts again. Go through your notes and questions again. Pay extra attention to the parts you find difficult.</td>
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Read more: [www.toolshero.com](http://www.toolshero.com)
Active Reading Exercise

**SQ3R**

- **S** • Survey
- **Q** • Question
- **R** • Read
- **R** • Recite
- **R** • Review

- Practice SQ3R on the first page of the handout provided (5 mins)
- Do not turn to the back page.
  - What questions did you come up with?
  - What questions do you still have?
Before class

5 minutes

• Create an outline of the topics on the second page of your handout.
• Add some details to your outline so they resemble notes.
• Come up with a question you could ask (or one that might be answered) during lecture.
• Be prepared to share.
During class

• Active listening:
  – Set yourself up for success.
  – Get the most out of your time.
  – The best seat in the house (front & center).
  – Eliminate distractions.
  – Dare to speak.
  – Take notes (cont.)

During Class
• Attention
• Participation
• Note taking
Take Notes

• Research suggests handwritten notes contribute to success.
• If possible, print slides/class notes beforehand.
• Use a strategy.
  – Outline
  – Cornell
  – Mind map
• Collaborate with classmates.
Take notes!
After Class

• DO something with your notes.
  – ASAP after class, do something with your notes.
    • Elaborate
    • Reorganize
    • Re-write (type if you must)
    • Color code
    • Highlight, bold, underline
Pair up.

• Let’s *do something* with your video notes.
• Working with a partner, review each other’s notes.
• Combine your notes and elaborate on what you wrote to make a “super set” of notes. (3 minutes)
• Using your “super” notes, reorganize and format them in a way that is appealing to you. (2 minutes)
• Share.
After Class

• Studying Guidelines
  – Make a study schedule.
  – Studying for a test should start on the first day material is presented.
  – Study in shorter periods, more often.
  – Combine all your material (texts, notes, supplemental resources) into one organized study guide.
  – Study the material in different orders.
  – Use tricks: mnemonic devices, word associations, rhymes, songs, rehearsal and elaboration, etc.
  – Anticipate what test questions a professor might ask about the material.
  – Study with friends and classmates. Quiz each other.
My BEST advice

• Avoid cramming
• Time management
• Organization
  – Planner, cell phone, binders
• Schedule your studying on a weekly basis
• Use your time effectively
• If you have a question, ask!