STUDY SKILLS HANDOUTS
From CETLA Presentation

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Presented by:
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The School of Education
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PLANNING YOUR GOALS

Ask yourself these questions as you carefully consider each new goal:

1. Do I have fixed in my mind the exact goal I desire?

2. What sacrifices am I willing to make in order to achieve my goal? ("There is no such thing as something for nothing").

3. Have I set a deadline for the attainment of my goal?

4. Have I begun to create a definite plan for achieving my goal?

5. Am I willing to begin at once, whether I am ready or not, to put my plan into action?

6. Have I written out a clear, concise statement of my goal? (In it I must answer each of the above questions.)

7. Is this goal worth whatever sacrifices, changes in habits, attitudes, character traits and priorities necessary for its attainment? If your answers are yes, then

   GO FOR IT!

Read your goal out loud before retiring at night and once again in the morning.

As you read: see, feel & believe yourself as already having achieved your goal. This is faith in action.

Replace: "I will begin to exercise and lose weight."

With: "I am enjoying my brisk 20 minute walk each day and am losing 1 lb. per week."
Benefits of Written Goals
Help to:

1. Keep in mind where you are going.
2. Block out distractions.
3. Measure progress.
4. Overcome fear & procrastination.

Benefits of Target Dates for Reaching Goals

1. Alert your body chemistry to react to the timetable you've set.
2. Help you to think, act & react with urgency.
3. Create a challenge within you.
4. Help to maintain a positive mental attitude.

I Remember as I Write My Goals:

(Writing crystalizes thought—thought motivates action)

1. To avoid the tendency to list a dream or goal according to the "value" I think others would place upon it.
2. To ask myself "Is it th it to ?"
3. To set short-range goals that build toward my long range purpose.
4. To set goals that are just out of reach, but not out of sight.
5. To state my goal positively—visualize myself having already attained each goal.

Replace: "I would like to begin some volunteer work in my community."

With: "I am working one morning each month at the Children's Hospital, and love the fulfillment this has given my life."
College Study Skills

GOAL PLAN GUIDE

1. Are goals clearly stated?

2. Is there a date for each goal?

3. Is a plan clearly and logically developed?

4. Are the goals so broad and long range that they can be broken into smaller, short range or mid-range goals?

5. Is the plan realistic?

6. Are there alternative steps in the plan?

7. If the plan is not complete, when will it be?

8. When does the plan go into implementation?

9. Is there reinforcement – positive and negative – included as a part of the plan?

10. Is the plan a commitment or a wish?

11. Sign and date the plan.
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LEARNING STYLES

Learning Styles – term that takes into account differences in how people prefer to perceive and process information. Knowing the preferred learning style helps students understand why some courses appeal to them while others do not. Knowing when to depend upon the learning style and when to include other styles helps the student to achieve success.

Types of Learning Styles

1. Visual Learners
   Seeing
   - Reading – textbooks, notes, study guides
   - Watching videos, films

2. Auditory Learners
   Hearing
   - Listening – lectures, tapes
   - Reading aloud

3. Kinesthetic Learners
   Doing
   - Being actively involved- working experiments, developing test-taking index cards
   - Replicating tasks
4. Integrated Learning Styles
Utilizing strategies which take advantage of all of the styles
Switching styles depending upon demands of courses or assignments

STEPS FOR PREPARING A STUDY SCHEDULE

1. RECORD ALL FIXED TIME COMMITMENTS (Classes, job, choir practice, worship, etc.).

2. RECORD DAILY LIVING ESSENTIALS (Eating, sleeping, dressing, housework, etc.).

3. PREPARATION/STUDY (Complete homework assignments, reading assignments).

4. REVIEW/STUDY: A. Review lecture notes after lecture classes.
   B. Review participation class notes before the class.
      (Classes such as Spanish, mathematics, etc.)

5. RECREATION TIME (T.V., parties, leisure, etc.)

Now that you know the steps for preparing the study schedule, here are some RULES that you should follow:

1. Study two (2) hours each week for each hour spent in class (credit hours). This can be adjusted according to your strengths and weaknesses in various subject areas.

2. Study 1½ to 2 hours at one time with a 10-15 minute break between sessions.

3. Use free periods during the day for study.

4. Do not study two similar subjects "back-to-back," e.g., French and Spanish or calculus and physics.

ADDITIONAL POINTERS

Your schedule should reflect your personality. Therefore, remember to make it:

- REALISTIC - Do not schedule activities for times which you cannot or will not do.

- PRACTICAL - Allow enough time to do all things needed to be done.

- FLEXIBLE - "Trade" time used for unexpected activities with those for study at a later date.

**Develop a system of rewards and punishments. Reward yourself when you follow your schedule—go to the movies, buy a small gift, etc. Punish yourself—do not watch T.V., go shopping, etc., when you do not study according to your schedule.**
# WEEKLY TIME-MANAGEMENT SCHEDULE

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LISTENING FAULTS

There are many causes of poor listening. These causes may be placed into the following categories:

1. **Daydreaming** - Daydreaming affects everyone. Sometimes a speaker will remind the listener of another person or experience. This association will lead to daydreaming. When the person returns to reality, he finds that he has missed part of the speech. Opportunities for daydreaming are many because people think much more quickly than they speak. While one listens to a speaker, his mind is wandering.

2. **Closed-Mindedness** - People sometimes refuse to listen because the subject matter differs from their beliefs and preconceived ideas. This is an "intellectual fault" leading to a listening problem. Closed-mindedness leads to missed learning.

3. **False Attention** - Everyone resorts to false attention at some time. When one really is not interested in what the speaker is saying, the listener may pretend to listen. The listener may nod or agree at various times just to give the impression that he is listening.

4. **Intellectual Despair** - At times, listening can be difficult. Often, one may sit in on lectures which are difficult to understand. He may give up on trying to understand and stop listening.

5. **Memorizing** - Some listeners try to memorize every word a speaker says. It is impossible to remember everything a speaker says. While trying to memorize, the listener may miss the next points of the lecture or the point of the lecture.

6. **Personality Listening** - Listener's evaluate speakers. However, some allow impressions to interfere with the lecture. Content of a lecture should be judged on its own merit.

Adapted from *The Now Student*, pp. 151-153.
I. VOCAL CLUES
- Clue Words
- Rise and Fall of Vocie
- Repeat Information
- Pause

II. POSTURAL CLUES
- Pointing
- Leaves the Podium
- Approaches Students
- Walks Across Platform
- Looks at One Student
- Hits Desk

III. VISUAL CLUES
- Chalkboard
- Overhead Projector
- Refers to Handout
CLUE WORDS

AND, FURTHERMORE, OR, NOR, INDEED, ALSO, IN FACT, MOREOVER, FIRST, SECOND...

FOR INSTANCE, SIMILARLY, FOR EXAMPLE, LIKewise, FOR ONE THING

THEREFORE, FINALLY, THUS, ON THE WHOLE, SO, ALL IN ALL, AND SO, IN OTHER WORDS, HENCE, IN SHORT, CONSEQUENTLY

FREQUENTLY, SPECIFICALLY, OCCASIONALLY, ESPECIALLY, IN PARTICULAR, USUALLY, IN GENERAL

OF COURSE, TO BE SURE, NO DOUBT, GRANTED (THAT), DOUBTLESS, CERTAINLY

YET, NO, ON THE CONTRARY, STILL, NEVERTHELESS, NOT WITHSTANDING

ALTHOUGH, THOUGH, WHEREAS

BECAUSE, SINCE, FOR

IF, UNLESS, PROVIDED, LEST, IN CASE, WHEN

AS IF, AS THOUGH, EVEN IF

Look for the instructor to ADD something to whatever he is talking about.

Again, look for the instructor to add something, an example. You do not HAVE to include this in your notes.

The instructor may be adding consequences, SUMMARIZING minor points to emphasize a major point.

These words usually signal that the instructor is adding a qualifying point or illustration. You MAY or MAY NOT include these in your notes. (Does it clarify your understanding of the point? Give an exception?)

The instructor is conceding a point to the opposition, or recognizing a point JUST OFF his main line. (Probably not necessary to your notes.)

He is reversing the thought back to his own side. (Probably not necessary to your notes.)

He is attaching a concession to one of his points. Might be noteworthy if it is an exception.

These words may signal a reason, subpoint, for a main point.

These words may signal an exception. May be noteworthy.

The instructor is going to give a tentative or hypothetical condition that will strengthen or clarify his point. (Probably not necessary to your notes. Signals as example—does it clarify your understanding?)
KEY AND SUMMARY

When you take lecture notes, leave rather wide margins on the left and right sides of the page. Then, when you review your notes (if at all possible, within 24 hours after taking them), use these margins as described below:

THE TOPIC of the lecture should be noted at the top of the page when you take notes.

Some advantages of this method are that it:

1. Helps you to retain the lecture material. Studies show that the typical student forgets about 60% of new material within 24 hours after it is presented.

2. Forces you to think about the material in terms of its important ideas.

3. Helps build the vocabulary you will need to perform well in the subject—in discussion, the writing of papers, exams, etc.

4. Provides organized study material for final review before exams.

5. Saves time.

READING NOTES  LECTURE NOTES

If you have reading assignments that cover the same topic discussed in lecture, you save time and study more effectively by coordinating the two.

TRY THIS METHOD: When you take notes, use only one side of the opened notebook for lecture notes. Save the other side for notes from the text. When taking notes, record only the points that are not covered in the lecture. This method can be used effectively with SQ3R.
# KEY AND SUMMARY METHOD

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Summary of SQ3R

Survey
- Determine the structure, organization, or plan of the lesson. Details will be remembered because of their relationship to the total picture.
- Think about the title. Speculate on what will be included in the lesson.
- Read the introduction. It gives an overview of the main ideas to help you organize the details that follow.
- Read the summary at the end of the lesson. It puts into perspective the material presented and recalls the main points.
- Read the main heads. Determine how each of these main ideas fits into the lesson.

Question
- Change main heads and subheads to questions. Write them on a sheet of paper for use in reading and review.

Read
- Read a section of the lesson to answer your question. Be quick. Sort out ideas and relate them to each other and to the theme of the lesson.

Recite
- Answer your original question aloud in your own words.

Review
- When you have finished the lesson, read your written questions.
- Recite the answers in your own words. If you can't do it, look at your notes.
- Review again after one week.
STUDY-TYPE READING – SQ3R WORKSHEET

DIRECTIONS: Apply the SQ3R method to one chapter in your textbook.

I. Title of Book: ________________________________________________________________

Author’s Name: ________________________________________________________________

Chapter Title: ________________________________________________________________

Pages: ______________________________________________________________________

S-II. Study Aids: List the headings and subheadings in the chapter. Skim the graphs, charts, illustrations, summary, and review questions found in the chapter.

____________________________________________________________________________

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Q-III. Questions: Write one question for each subheading.

____________________________________________________________________________

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____________________________________________________________________________
Read IV. **Answers:** Write the answers to the questions just written.

Recite/ V. **Summary.**
Review
EVALUATE YOUR NOTES

---

- main ideas, terms don't stand out
- notes are well organized
- handwriting is quite illegible
- this just lists points without explanations
- needs to be put in outline form
- good details
- good points and details
- no headings for sections of your notes
- subheadings don't correlate to note headings

- effective use of abbreviations
- need more abbreviations
- insert dates on the pages
- use margins to label terms discussed in the notes
- number your pages
- good use of margins for labeling note content

- too wordy
- need to be stated in your own words
- more information needs to be noted
- terms need to be defined better
- terms need to be defined
- too much detail
- good wording
- material has been condensed well
- good amount of content
- content reflects your understanding of the topic(s)

- needs much improvement  (poorly done)
- needs minor improvements  (not so good)
- average  (good)
- good content and structure  (very good)
- excellent content, structure and use of note techniques  (excel)
CRITICAL THINKING

The process of sorting out conflicting claims, weighing the evidence for those claims, letting go of personal biases, and arriving at reasonable views.

Can be thought of as “thorough thinking”.

WHAT IS A CLAIM?

A claim is a statement that is either true or false, accepted or rejected.

Critical thinking is used each day of our lives. We make judgments and decisions throughout the day. If we have no information to help us accept or reject the claim, we usually suspend judgment.

When we evaluate a claim and sort out important information from irrelevant information, the more critical we become. When we examine a claim over and over, we become critical thinkers.

Taken from *Becoming a Master Student* by Ellis
Critical thinking goes hand-in-hand with problem solving. You can not solve a problem without thinking critically. The characteristics of a critical thinker and a problem solver are the same. A good problem solver is a person who:

1. Is patient
2. Breaks-up problems into workable parts
3. Uses background knowledge
4. Is creative
5. Ask questions
6. Is open minded
7. Refrains from being judgmental
8. Gathers and synthesizes information
9. Listens attentively
10. Reads carefully and frequently
11. Sorts out conflicting claims
12. Weighs evidence
13. Exhibits courage
14. Is objective
15. Connects information
16. Brainstorms
17. Is persistent
18. Practices problem solving or critical thinking.

According to Peak Performance: Success in College and Beyond, successful critical thinkers operate by certain affirmations. The affirmations are:

* I see all problems as opportunities for practicing my skills and for growth.
* I know I have the wisdom, confidence, and good judgment to handle problem or to make any decision.
* I am a creative person and act on many creative ideas.
* I use critical thinking to solve problems and make decisions.
Steps in Problem Solving


2. List what you know about the problem. List what you do not know.

3. Know all choices.

4. Rank the choices from best to worst.

5. Pick the best choice.

6. After choosing, study what happens. Evaluate your choice. Would you make it again?
ERRORS IN PROBLEM SOLVING

1. Using stereotypes

2. Making snap judgments

3. Making unwarranted assumptions

4. Using projection

5. Applying the halo effect

6. Making sweeping generalizations
PING PONG TOURNEY

A, B, C, and D held three ping pong tournaments.

B never defeated D.
A lost all of his games.

D never defeated C.

Only A didn't win a championship.

Can you complete the three sets of tournament brackets below?

TOURNEY 1

A
B Winner
C
D Winner

TOURNEY 2

A
C Winner
B
D Winner

TOURNEY 3

A
D Winner
B
D Winner

Champ
Subject: Lateral thinking

Many years ago in a small village, a farmer had the misfortune of owing a large sum of money to a village moneylender.

The moneylender, who was old and ugly, fancied the farmer's beautiful daughter. So he proposed a bargain. He said he would forgo the Farmer's debt if he could marry his daughter. Both the farmer and his daughter were horrified by the proposal.

So the cunning money-lender suggested that they let providence decide the matter. He told them that he would put a black pebble and a white pebble into an empty money bag. Then the girl would have to pick one pebble from the bag.

1) If she picked the black pebble, she would become his wife and her father's debt would be forgiven.

2) If she picked the white pebble, she need not marry him and her father's debt would still be forgiven.

3) But if she refused to pick a pebble, her father would be thrown into jail.

They were standing on a pebble strewn path in the farmer's field. As they talked, the moneylender bent over to pick up two pebbles. As he picked them up, the sharp-eyed girl noticed that he had picked up two black pebbles and put them into the bag. He then asked the girl to pick a pebble from the bag.

Now, imagine that you were standing in the field. What would you have done if you were the girl? If you had to advise her, what would you have told her? Careful analysis would produce three possibilities:

1. The girl should refuse to take a pebble.

2. The girl should show that there were two black pebbles in the bag and expose the money-lender as a cheat.
3. The girl should pick a black pebble and sacrifice herself in order to save her father from his debt and imprisonment.

Take a moment to ponder over the story. The above story is used with the hope that it will make us appreciate the difference between lateral and logical thinking. The girl's dilemma cannot be solved with traditional logical thinking. Think of the consequences if she chooses the above logical answers. What would you recommend to the Girl to do?

Well, here is what she did.... The girl put her hand into the moneybag and drew out a pebble. Without looking at it, she fumbled and let it fall onto the pebble-strewn path where it immediately became lost among all the other pebbles.

Oh, how clumsy of me," she said. "But never mind, if you look into the bag for the one that is left, you will be able to tell which pebble I picked." Since the remaining pebble is black, it must be assumed that she had picked the white one. And since the money-lender dared not admit his dishonesty, the girl changed what seemed an impossible situation into an extremely advantageous one.

MORAL OF THE STORY:
Most complex problems do have a solution. It is only that we don't attempt to think. Start your day with this thought provoking story and have a nice day.