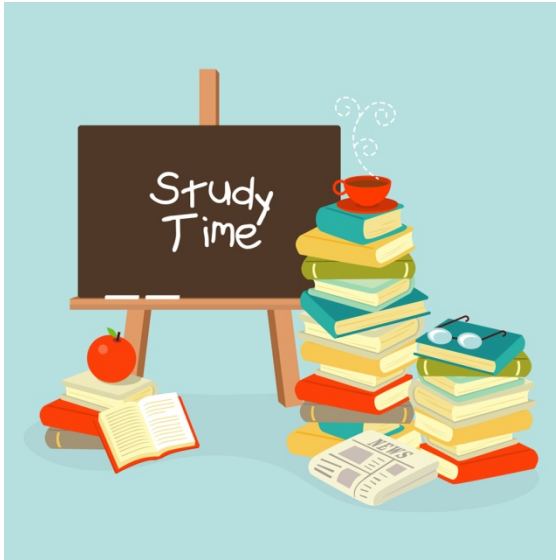


Study Strategies Booklet



Illinois Wesleyan University
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TIME MANAGEMENT

Your "job" as a student:

- 1 Unit = expectations are that students spend a minimum of 10-12 hours a week (in and out of class)
 - 4 units x 10-12 hours/week/course = **40-48 hours/week**

Advantages to time management:

- Recovers time
- Motivates and challenges
- Reduces avoidance
- Eliminates cramming
- Enhances learning
- Prevents burnout
- Reduces anxiety

Tips for successful time management:

- Set short-term and long-term goals.
- Use some type of planner/calendar (paper, computerized, cell phone) to record all of your assignments, tests, papers, etc.
- Create a term calendar, recording all major assignment/projects/papers and extracurricular events.
- Create a weekly schedule of your classes, labs, work, meetings, etc.
- Decide on specific and routine times each week to work on each course.
- Create daily and/or weekly to-do lists.
- Be strategic about how you utilize time in between classes. Studying/reviewing for short periods of time in between classes is beneficial.
- Prioritize.
- Manage projects/big assignments around your busy times of the semester.
- Make time to take care of yourself. Schedule in specific times to exercise, watch your favorite show, or spend time with friends.

TOOLS FOR TIME MANAGEMENT

- IWU student planner
- Academic calendar/planner that you purchase
- Utilize the calendar on your phone or computer
- Install and use apps:
 - MyHomework
 - iStudiez Pro
 - Any.Do

CALENDAR EXAMPLES

Week-at-a-Glance

Create a one-page weekly calendar from the time you wake up until you go to bed; use it as a practical working schedule for all of your classes and activities. Write in when you are in class, at work, participating in extra-curricular activities, as well as study times for specific courses. Do not forget to schedule in free time or time to eat.

Example:

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
8-8:30							
8:30-9							
9-9:30							

Semester-at-a-Glance

Create a one-page semester calendar by week or by month. Leave enough room for each date to write in your main assignments/papers/exams so that you can plan in advance for busy weeks.

Example:

Week	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1			Jan - 9	10	11	12	13
2	14	15	16	17	18	19	20
3	21	22	23	24	25	26	27

STUDYING BASICS

- Make studying a routine.
 - Just like athletes and musicians have to practice, so do you as a student.
 - Have specific and routine times to study for each class.
- Space your studying out.
 - Learning is a process; it takes time to assimilate information.
 - You will retain more if you study for shorter periods of time with breaks.
 - If you are sitting down to study for a long period of time: study/review for 45-60 minutes, then take a 10 -20 minute break.
 - Rotate your study time among your classes; 45-60 minutes for one class, a break, and then 45-60 minutes for another class.
 - You will learn the information **more thoroughly** if you spread out your exposure to the material, and if you review it **more than once**.
- Find an effective place to study and concentrate.
 - Try out different areas of campus to find your ideal study location: Ames, Hansen, Dugout, CNS Atrium, your residence hall lounge, or your room/apartment.
- Eliminate distractions.
 - Log off of Facebook, shut your phone off, and only have materials out for what you are working on.
- Study when you are sharpest.
 - *Did you know that studying for 1 hour during the day equates to 2 hours of studying at night?*
- Create study aids (see page 8).
- Get enough sleep.
- Eat well.
- Use your resources.
 - Go to your professors' offices hours.
 - Check out tutoring options within the departments.
 - Visit the Writing Center.
 - Meet with your academic advisor or the Director of Academic Advising.

ACTIVE READING STRATEGIES

It is important to be an active reader. It ensures that you stay engaged in the material, as well as that you understand and can retain the material you have read.

- Ask yourself pre-reading questions.
- Identify and define any unfamiliar terms.
- Mark the main idea or thesis of the reading.
- Make notes in the margins or take notes as you read.
- If you highlight – read through passage first – then highlight.
 - Take notes from passages you highlighted.
- Write questions in the margins, and then answer the questions while you are studying.
- Create outlines, flow charts, or diagrams that help you understand ideas visually.
- Write a summary of each section/essay/article/chapter *in your own words*.
- Write your own exam questions based on the reading.
- Teach what you have learned to someone else.

Resource: <http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>

SQ3R

SQ3R (Survey-Question-Read-Recite-Review) is a study/reading system that will assist you in being an active reader.

1. **SURVEY** - gather the information necessary to focus and formulate goals. What is the purpose of reading this material? Create an outline of titles, tables, headings, and summary as a framework of the chapter's main points.
2. **QUESTION** - help your mind engage and concentrate. Develop questions from the headings, sub-headings, or topic sentences.
3. **READ** - read actively to answer your questions and to fulfill your purpose. Be realistic about the amount of reading you can do in a specific time frame. Divide large assignments into smaller sections. Take breaks if you need to. Look for the answers to your questions as you read.
4. **RECITE** - train your mind to concentrate and learn as it reads. After each section, see if you can answer your questions without looking at the reading assignment. If not, go back re-read. Do not move onto the next section until you can recite the answers.
5. **REVIEW** - refine your mental organization and begin building memory. Once you have completed the entire assignment, re-read your outline and your questions - make sure you can recite the information from memory.

Resource: <http://pennstatelearning.psu.edu/reading-comprehension>

NOTE-TAKING TIPS

- Look for the main idea(s) of the presentation.
- Always date your notes.
- Keep a separate notebook or separate section of a notebook for each course.
- Leave large margins/white space in case you need to add something later.
- Make your notes brief, a key phrase for a sentence; a word to represent phrase. *You don't have to write everything down!* 😊
- Create your own shorthand – abbreviate whenever possible.
- Use your own words – an exception might be a formula, definition or specific facts that require exact wording.
- Number items or use indentations to distinguish between major & minor points.
- Highlight unfamiliar vocabulary and unclear areas; then check your text(s) or ask your professor for clarification.
- After class, re-write or type your notes. This allows you to review automatically and organize the material.
- Incorporate class notes from notes you have taken from your textbooks/course readings.
- Compare notes with a fellow classmate – ensure that both of you have a complete set of notes.

THE FIVE R'S OF NOTE-TAKING

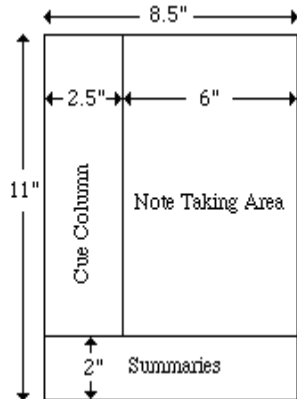
1. **Record** - During the lecture, write all meaningful information legibly.
2. **Reduce** - After the lecture, write a summary of the ideas and facts using key words as cue words.
3. **Recite** - To study properly, recite all the information in your own words without looking at your notes or the text.
4. **Reflect** - Think about your own opinions and ideas as you read over your notes. Raise questions, then try to answer them creatively.
5. **Review** - Before reading or studying new material, take ten minutes to quickly review your older notes. Review enhances your retention of old material while adding new material to your memory.

Resource: Pauk, W. (1989). How to Study in College (4th Ed.), Boston, MA: Houghton Mifflin.

CORNELL SYSTEM OF NOTE-TAKING

The Cornell System of Note-Taking is a popular and effective method. To use it, you will divide a sheet of paper into three areas: a note taking area, a cue column and a summary section (see picture below).

1. Note-Taking Area:
 - During class: record your notes fully in whatever way works best for you.
2. Cue Column:
 - Create AFTER you take your notes
 - Devise questions/cues as soon as you can after class that the notes answer (think *Jeopardy*)
 - Questions/cues should help clarify the material, reveal relationships, illuminate relationships, and strengthen your memory.



3. Summary:
 - Create a concise review of the important material on the page in your own words.
 - The summary should help you fit the material together.
4. When using the Cornell System of Note-Taking to study:
 - Cover the notetaking column with a sheet of paper.
 - Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.

Resources:

http://lsc.cornell.edu/LSC_Resources/cornellsystem.pdf

STUDY AIDS

1. Create paper flash cards.
 - Use your OWN words whenever possible.
 - Do not put too much information on one card.
 - Use both sides of the card.
 - ie. vocabulary word on one side and definition on the other
 - test yourself from both sides of the card
 - Use different color flashcards to signify different types of information.
 - Ask yourself potential types of questions on the cards (ie. true/false, fill in the blank).
 - Illustrate the cards.
 - Change the order of the cards each time you review them.
2. Utilize Quizlet (<https://quizlet.com/>) to create study sets.
3. Review your old exams to see if you can find patterns in errors that you made or to fully understand the structure of the exams. Even if the professor does not allow you to keep the exams, go to office hours and ask to see them.
4. Predict exam questions and answer them.
5. Form study groups.
6. Teach others the material.
7. Create mnemonics/acronyms to help you remember the material.
8. Create your own study guide:
 - Make a list of topics from your textbook, class readings, other class materials and your lecture notes that will be covered on the exam.
 - *Under each topic* write/compile the important information from your various resources in your own words.
 - Use a highlighter to indicate key words, dates, formulas, etc.

7-DAY STUDY PLAN FOR EXAMS

Many students will start studying for an exam a couple days before it occurs. *It is ideal to start studying at least 7 days before the exam.* The key to the 7-day Study Plan is spending 1-2 hours each day before the exam, breaking up the material into manageable sections, and the repetition of reviewing the material.

DAY 1:

Organize!

- Get all of your notes and materials from class and your textbook materials together.
- Check if anything is missing, fill in your blank spots
- Make a list of chapters, lecture topics, and outside readings to be covered in the exam.
- *Divide the material into five sections - cover one each of the next 5 days**.
- Create a study guide or develop study aids for each of the five sections.

DAY 2:

Focus on material from section 1.

DAY 3:

Review/study section 1 for 5-10 minutes, and then focus on section 2.

DAY 4:

Review/study sections 1 and 2 for 5-10 minutes, and then focus on section 3.

DAY 5:

Review/study sections 1-3 for 10-15 minutes, and then focus on section 4.

DAY 6:

Review/study sections 1-4 for 15-20 minutes/study, and then focus on section 5.

DAY 7:

Review/study all 5 sections - emphasize the areas you feel least confident with.

*If all of the material for the exam has not been covered yet, plan for that material to be section 5 and begin with the first 4 sections.

TEST TAKING TIPS

- Get a good night's sleep before a test.
- Make sure you eat before the test.
- Bring water and a snack with you (if allowed).
- Make sure you have the right supplies with you (ie. writing utensils, blue book, calculator, etc.).
- Get to the test early.
- Make notes on the test right when you get it of things you remember about the topics.
- Plan something to relax/celebrate after the test.
- Remain calm and keep your test anxiety in check.

DETER STRATEGY

When taking a test, use the DETER Strategy to help you be as effective and efficient as possible.

Directions: Read the directions carefully, ask for clarification if needed.

Examine: Examine the entire test to see what you have to complete.

Time: Determine how much time you are going to spend on each section/question/part.

Easiest: Answer the easiest questions first. This will get your momentum going.

Review: Review all of your answers.

Resource: <http://www.how-to-study.com/study-skills/en/46.asp>

TEST/STUDY ANXIETY

Test anxiety is normal, and many students have anxiety while studying or writing papers. It can even help motivate you to do better; however, sometimes it can also become detrimental to your academic performance. If/when it does, remember this mnemonic and be BRAVE!

Breathe deeply.

- Sit straight up in your chair in a good posture position and slowly inhale through your nose.
- As you inhale, first fill the lower section of your lungs and work your way up to the upper part of your lungs.
- Hold your breath for a few seconds.
- Exhale slowly through your mouth.
- Wait a few seconds and repeat the cycle.
- *Try the 4-7-8 Breathing Technique (Google it!)*

Relax.

- When you feel your muscles tightening, try to slowly relax each muscle one at a time. Tell yourself mentally that you are relaxing each muscle. For example relax your leg muscles by telling yourself, "I am now relaxing my leg muscles."
- Start relaxing your muscles from the top of your body and go down. Especially focus on relaxing your neck muscles.

Attitude is everything!

- Your attitude can affect the outcome of the test, so have a positive attitude!
- Use positive self-talk. Come up with mantras ("I can do it," "I am doing the best that I can", etc.) to repeat to yourself throughout the test.
- Picture a stop sign if/when you are saying negative things to yourself.
- Put a star next to the answers that you are sure you got right to show that you can do it!

Visualize yourself in your favorite place.

- When you find yourself becoming very anxious, close your eyes for a few seconds and imagine yourself in your favorite place – where you feel most comfortable, safe and happy (e.g., at the beach, at the mall, watching television, playing sports).

End is in sight!

- Remember that the test will be over, your studying will be done, or your paper will be handed in before you know it and your anxiety will fade!
- Plan something fun/relaxing to look forward to after the test/paper.

Resource: <http://coe.jmu.edu/LearningToolbox/brave.html>

ACADEMIC RESOURCES

Campus Resources:

- Professors
- Departmental tutors
- Academic advisors
- Language Resource Center – Buck 107
- Writing Center in Ames
- Academic Advising Center – Holmes 110
- Ames Library Faculty

Academic Skills Series:

Academic Skills Series is a series of programs designed to assist students in the development of and/or strengthening of academic skills (in and out of the classroom) needed to be successful at IWU. It is held on Wednesdays from 12-12:50pm throughout the academic year.

These programs are FREE and pizza is provided. For more information and the current schedule of topics visit: <https://www.iwu.edu/academics/skills/>.

Useful Links:

Writing Center: <https://www.iwu.edu/writing-center/>

Language Resource Center: <https://www.iwu.edu/language-resource-center/>

Academic Strategies: <https://www.iwu.edu/advising/students/academicsuccess.html>

Library Liaisons: http://www.iwu.edu/library/contact/fac_staff.shtml

How to Get the Most Out of Studying Video Series: <http://www.samford.edu/how-to-study/>