ACADEMIC SUCCESS CENTER

The Study Cycle
1060 Hixson-Lied Student Success Center
OVERVIEW OF SERVICES

Academic Coaching
Psych 131: Academic Skills
Presentations/Workshops
Tutoring Services
Supplemental Instruction (SI)
Acknowledgements

Workshop Adapted from Dr. Saundra Yancy McGuire’s book *Teach Students How to Learn*
VOWEL ACTIVITY
COUNT THE VOWELS

Dollar Bill
Dice
Tricycle
Four-leaf Clover
Hand
Six-pack
Seven-up
Octopus

Cat Lives
Bowling Pins
Football Team
Dozen Eggs
Unlucky Friday
Valentine’s Day
Quarter Hour
How did it go?

- Recall all of the words and phrases
- List as many as you can remember
| Dollar Bill | Cat Lives |
| Dice | Bowling Pins |
| Tricycle | Football Team |
| Four-leaf Clover | Dozen Eggs |
| Hand | Unlucky Friday |
| Six-pack | Valentine’s Day |
| Seven-up | Quarter Hour |
| Octopus | |
Remember The Phrases

Dollar Bill
Dice
Tricycle
Four-leaf Clover
Hand
Six-pack
Seven-up
Octopus

Cat Lives
Bowling Pins
Football Team
Dozen Eggs
Unlucky Friday
Valentine’s Day
Quarter Hour
How many could you remember this time?

Dollar Bill  
Dice  
Tricycle  
Four-leaf Clover  
Hand  
Six-pack  
Seven-up  
Octopus  
Cat Lives  
Bowling Pins  
Football Team  
Dozen Eggs  
Unlucky Friday  
Valentine’s Day  
Quarter Hour
What made the difference?

• Part 1:
  • We were aware of our goal

• Part 2:
  • There was a good system for learning the information
METACOGNITION

The ability to:

• Think about one’s own thinking
• Be consciously aware of oneself as a problem solver
• Monitor, plan, and control one’s mental processing
• Accurately judge one’s level of learning

(Flavell, 1976)
What is the difference between studying and learning?
Studying

• Memorizing information for a quiz or exam
• Short-term
• “What I have to do to get an A”

Learning

• Understanding and applying information
• Long-term
• “What I do to use material again”
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Preview Before Class

- Skim chapter
- Note headings and boldface words
- Review summaries and objectives
- Come up with questions you’d like the lecture to answer for you
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Attend Class

• Answer and ask questions
• Take meaningful, thorough notes
• Learning hour vs wasted hour
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Review After Class

• As soon after class as possible
• Read notes
• Fill in gaps
• Note any questions you have
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Study the Material

• Repetition is key

• Ask “Why”, “How”, and “What if”

• Read notes and material from the week to make connections

• Organize, Concept Map, Summarize, Practice, Teach to Someone Else
Intense Study Sessions

1. Set a Goal (1 - 2 minutes)  
   Decide what you want to accomplish in your study session

2. Study with Focus (30 - 50 minutes)  
   Interact with material – organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.

3. Reward Yourself (10 - 15 minutes)  
   Take a break – call a friend, play a short game, get a snack

4. Review (5 minutes)  
   Go over what you just studied

Purdue University, ASC
Adapted from The Study Cycle. LSU and Frank Christ.
The Study Cycle

Assessing Your Learning

• “Am I using study methods that are effective?”

• “Do I understand the material enough to teach it to others?”
Final Reflection

What is one thing that was presented today that you would like to implement into your day to day?
POST-WORKSHOP SURVEY

https://tinyurl.com/F20Study
FOLLOW US ON INSTAGRAM AND TWITTER @iowastateasc
CONTACT US

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